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# Teacher Program Guide



Fall 2010

Dear Educator,

The Office of Career and Technical Education is pleased to offer this resource to you. If you are a new instructor, new program, or an already existing program the assembled contents of this resource are to assist you with the approved program you represent in your district. The contents of this resource contain the most current information available for program operation and funding.

It is our pleasure to have the opportunity to work with you. Please feel free to contact our office with any questions you may have about this resource.

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**800 Governors Drive**  
**Pierre, SD 57501**

**Phone: 605.773.3423**

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[www.doe.sd.gov](http://www.doe.sd.gov)

Thank you,

*Mark Wilson*  
Director of OCCTE



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# South Dakota Career Clusters





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# Program Requirements

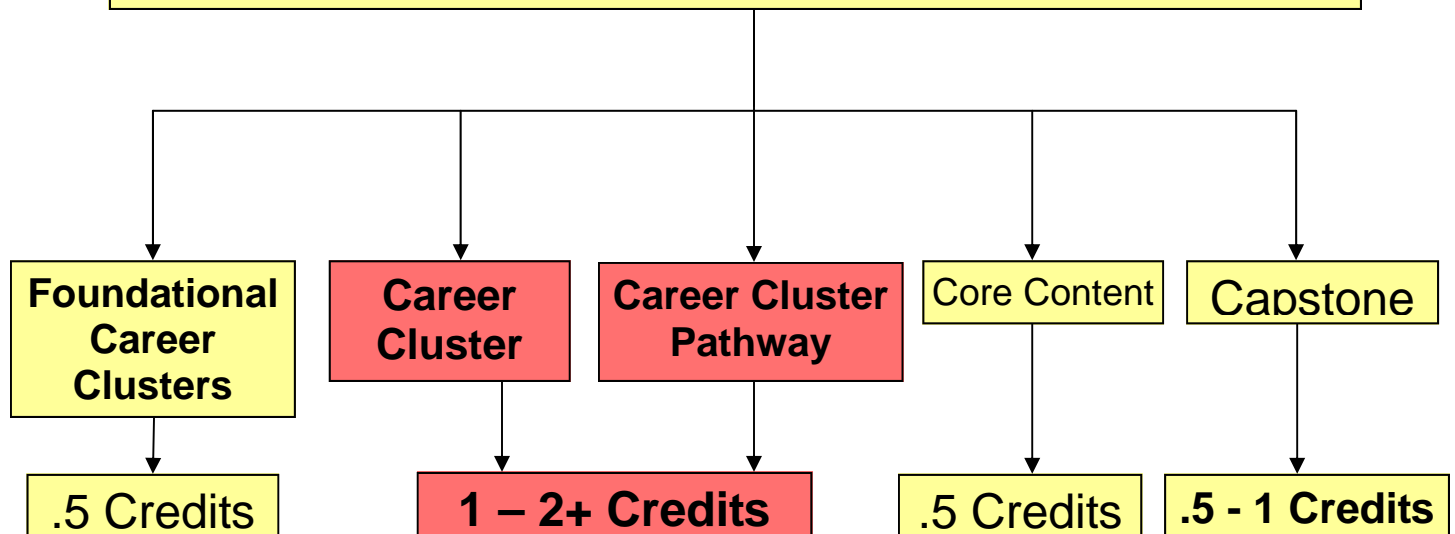
## Approved Career & Technical Education Program Requirements

- Certified CTE teacher
  - If not certified, must take course offered by OCTE.
- Complete an annual program application.....Due March 1<sup>st</sup>
- Program of Study - Course Offerings
  - Offer 2 credits.
- Course Syllabi
  - Develop course syllabi for each course taught.
- Advisory Committee
  - Host an advisory meeting twice a year.
- Participate in the PIP.....
  - Complete the Program Improvement Instrument once every 3 yrs.
  - Develop a list of Goals & an Action Plan (minimum of three goals.)
  - Complete a Progress Report every year you don't complete a PIP.
- Standards and Measures Data.....Due in spring
  - Gather data for students enrolled in your courses

### \*\*\*\*\* Benefits of Approved Programs \*\*\*\*\*

- Receive leadership, support, and service from the state office.
- Students can take your approved CTE course as an option to meet the new graduation requirements.
- Receive Perkins Funds.
- Apply for available grants.
- Receive guidance and support with the Career Cluster Initiatives.
- Show relevance to core academic standards through crosswalks project.
- Opportunity for professional development workshops or training.
- Opportunity to articulate program/courses to SD technical institutes.

# Approved Program of Study 2 Credits



## Definitions:

**Foundational Career Clusters Course:** A course that could apply across all 16 career clusters. For example, an employability or workplace skills course would be applicable in all 16 career clusters and all occupations within all career clusters.

**Career Cluster Course:** A course that could fit all the pathways within a career cluster. The skills taught in such a course would be applicable in all pathways.

**Career Cluster Pathway Course:** A course that is particular to a specific pathway within a career cluster.

**Core Content Course:** A course that supports either a career cluster course and/or a career cluster pathway course.

**Capstone Course:** These courses can be the culminating course within a program of study. Examples are Youth Internship and/or Pre-Apprenticeship, Senior Experience and/or Entrepreneurship Experience, these provide students the experiences found in a capstone course.





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# Calendar

## **Perkins Consortium, Multi-district, and Single District Directors**

The year for a CTE administrator can be hectic; this short planning guide is designed to serve as a quick guide to planning what you might need to be thinking about by month and as a companion to the Important Dates Calendar.

### **July**

- Prepare for CTE Conference and work on any CTE grants or activities budgeted for with Perkins funds.

### **August**

- Attend the Career and Technical Education Conference.

### **September**

- FYI: Local programs participate in the Program Improvement Webinar and work on their Annual Program Progress Report OR Program Improvement Instrument.

### **October**

- Run Perkins Accountability Measures Reports for the last school year and analyze for program improvement.
- Consider scheduling a data retreat and program improvement session for all CTE teachers in your school or consortium.
- Consider holding a CTE data and program improvement retreat at your school or consortium for all CTE teachers.

### **November**

### **December**

- FYI: Local programs submit their Annual Progress Report OR Program Improvement Instrument.

### **January**

### **February**

- Submit electronically amendments for unspent Perkins funds.

### **March**

- FYI: Local programs finalize and submit their Annual Approved Program Application.
- Attend Perkins Directors' Administration & Accountability Workshop

### **April**

- FYI: Local programs consider attending a Perkins Data Collection Workshop.
- Finalize plans for Perkins budget requests and transfer of funds forms for the new fiscal year.

### **May**

- Submit annual Perkins budgets via email, and applications, general assurance, and transfer of funds forms with original signatures via posted mail.
- Requests for extensions of current year Perkins funds (justification must be serious unavoidable circumstances).
- FYI: Local programs finalize Perkins student data online at <http://doe.sd.gov/octe/data>
- Register for CTE conference.

### **June**

- Submit Perkins Final Narrative Form electronically to OCTE.
- Submit final Reimbursement Claim and Project Completion forms to OFM.
- FYI: Local programs submit one Perkins Data Validation form per school.

# Office of Curriculum, Career & Technical Education

## Secondary Career and Technical Education Programs Important Dates for 2010-2011

WHO	WHAT	WHEN	WHERE
All Secondary Approved CTE Programs	Program Improvement Process Webinar	September 27-October 1, 2010	Online Webinar
All Secondary Approved CTE Programs	Program Improvement Process Instrument Due	December 1, 2010	Due to OCCTE
Open to All Secondary Approved CTE Programs	Program Enhancement Workshops Register at <a href="http://www.escweb.net/sd_esa/">http://www.escweb.net/sd_esa/</a>	September 21, 2010 September 22, 2010 September 23, 2010 October 5, 2010 October 6, 2010 October 19, 2010 October 20, 2010 October 21, 2010 October 27, 2010	Aberdeen Watertown Pierre Isabel Rapid City Sioux Falls Yankton Mitchell Mission
Open to All Secondary Approved CTE Programs	CTE 101 Register at <a href="http://www.escweb.net/sd_esa/">http://www.escweb.net/sd_esa/</a>	February 5, 2011	Pierre
All Secondary Approved CTE Programs New Programs/Programs Seeking Approval	Annual Program Approval Application Due -Electronic version plus fax or email with signatures	March 1, 2011	Due to OCCTE
All Perkins Local Education Agencies (Consortium, Single District, or Multi-district)	Perkins Directors' Administration & Accountability Workshop	March 23, 2011	Pierre
All Approved CTE Programs	Data Collection Workshops. Registration, full schedule with locations and times available at <a href="http://www.escweb.net/sd_esa/">http://www.escweb.net/sd_esa/</a>	April 20, 2011 April 21, 2011 – 1:00–3:00 April 21, 2011 – 9:00–11:00 April 22, 2011 – 9:00–11:00 April 28, 2011 – 1:00–3:00 April 29, 2011 – 9:00–11:00	Online Webinar Sioux Falls Mitchell Watertown Pierre Rapid City
All Perkins Local Education Agencies (Consortium, Single District, or Multi-district)	Perkins Annual Budget Application Due (original signatures)	May 31, 2011	Due to OCCTE
All Approved CTE Programs	Data Collection Deadline (online) Enter total Enrollment Data, and Standards & Measures (Perkins Core Indicators of Performance)	May 31, 2011	Perkins Data Collection Portal/OCCTE
All Perkins Local Education Agencies (Consortium, Single District, or Multi-district) that have not obligated all allocated Perkins funds.	Request for an extension to expend Perkins funds after July 1 (all funds must be obligated by June 30)	May 31, 2011	Due to OCCTE
All Perkins Local Education Agencies: Consortiums, Multi-districts, Single District, CTE Directors	Grants Management Forms—Reimbursement Claim and Project Completion <a href="http://doe.sd.gov/ofm/grants/forms/index.asp">http://doe.sd.gov/ofm/grants/forms/index.asp</a>	June 30, 2011	Due to OFM
All Secondary Approved CTE Programs All Perkins Local Education Agencies (Consortium, Single District, or Multi-district)	-Career & Technical Education Summer Conference -CTE 101 (Register at <a href="http://www.escweb.net/sd_esa/">http://www.escweb.net/sd_esa/</a> CTE 101 only)	July 31-August 3, 2011 July 31	Pierre Ramkota
Gray shaded items apply to consortium multi-districts, and single district directors; they do not apply to local program teachers.			



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# Career Clusters



# State Approved Course Options

	Engineering Technology		Science and Math	
<b>Foundational CTE Courses</b>	Personal Finance (22210) Foundations of CTE (22150) .5 credits of CTE Foundational courses can be counted towards the 2 credit concentrator requirement	Employability/Careers (22152) Computer Applications (10004)	Career Exploration (80023) Service Learning (22104)	
<b>Cluster Courses</b>	MS Technology Education (21050) Technical Drafting (21106)	Introduction to Technology Education (21051) MS Mechatronics/Robotics (21016)	*MS Engineering (21000)	
<b>Pathway Courses</b>	<b>State Developed</b>	<b>Project Lead the Way</b>	<b>Non-CTE Science and Math Courses</b>	
	Advanced Mechatronics/ Robotics (21015) Aerospace Technology (21017) Alternate Energy Systems (21057) Aviation (20053) Computer Assisted Drafting (21107) Computerized Electronics (21019) Electronics (17106) Engineering Design & Development (21007) Fundamentals of Engineering (21018) Integrated Computer Manufacturing (21016) Intro to Energy & Power (20101) Introduction to Engineering (21001) Mechatronics/Robotics (21009) Production Systems (13101)	*Aerospace Engineering (21013) *Biotechnical Engineering (21014) *Civil Engineering & Architecture (21012) *Computer Integrated Manufacturing (21010) *Digital Electronics (21008) *Intro to Engineering Design (21006) *Principles of Engineering (21004)	.5 credits of Academic courses can be counted towards the 2 credit concentrator requirement	
			<b>Science</b>	<b>Math</b>
			Aeronautics (59502) Anatomy/Physiology (59106) Biology (59101) Biology II (59102) Chemistry (59201) Geophysics (59505) Meteorology (59509) Physical Science (59401)	Calculus (58027) Geometry (58025) Physics (59301) Trigonometry (58028)
		<b>Capstone</b> * Engineering Design and Development		
<b>Capstone Experiences</b>	Youth Internships (80018)	Entrepreneurship Experience (80026)	Pre Apprenticeship (80020)	Senior Experience (80019)

\* Denotes Project Lead the Way Courses



# SD Program of Study

## Engineering & Technology Pathway

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

	GRADE	English	Math	Science	Social Studies/ Sciences	SD Required Electives	Career & Technical Education Courses	SAMPLE Career Options Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Students								
SECONDARY	9	* English I	* Algebra I	* Physical Science	* World History  * Geography	* PE/Health  * Fine Art Elective	Introduction to Technical Education  Electronics	<div>▶ Aeronautical Engineer</div> <div>▶ Aerospace Engineer</div> <div>▶ Agricultural Engineer</div> <div>▶ Agricultural Technician</div> <div>▶ Application Engineer</div> <div>▶ Architectural Engineer</div> <div>▶ Automotive Engineer</div> <div>▶ Biomedical Engineer</div> <div>▶ Biotechnology Engineer</div> <div>▶ CAD Technician</div> <div>▶ Chemical Engineer</div> <div>▶ Civil Engineer</div> <div>▶ Communications Engineer</div> <div>▶ Computer Engineer</div> <div>▶ Computer Programmer</div> <div>▶ Construction Engineer</div> <div>▶ Electrical Engineer</div> <div>▶ Electronics Technician</div> <div>▶ Geothermal Engineer</div> <div>▶ Industrial Engineer</div> <div>▶ Manufacturing Engineer</div> <div>▶ Manufacturing Technician</div> <div>▶ Marine Engineer</div> <div>▶ Mechanical Engineer</div> <div>▶ Metallurgist</div> <div>▶ Mining Engineer</div> <div>▶ Nuclear Engineer</div> <div>▶ Petroleum Engineer</div>
	10	* English II	* Geometry	* Biology I		2 units total - any combination of:  * World Language or	Introduction to Energy & Power  Mechatronics/Robotics	
	Academic/Career Advisement Provided - College Placement Assessments							
	11	* English III	Algebra II	Physics	* American History	* Computer Studies or Approved Career & Technical Education	Alternative Energy Systems  Introduction to Engineering	
	12	* English IV	Trigonometry  * AP Calculus or College Credit Math	* AP Chemistry	* U.S. Government  * Psychology	* Personal Finance or * Economics	Engineering Design & Development  Capstone Experiences	
The general course identified in this Program of Study are those required as part of S.D. Advanced Pathway to Graduation.								
POSTSECONDARY	Year 13	Written and Oral Communications	College Level Math	Natural Sciences	Social Studies/ Sciences	Computer Literacy		
	Year1 4	Written Communications	Information Literacy			Wellness for Life Arts & Humanities		
	Year 15							
	Year 16							
◀Blue Text - College Level - Dual Credit								† Red Text - Courses can be articulated to Postsecondary Education
Underlined Text - Industry Certification Available								* Classes available through Virtual School    ✧ Recommended academic



# SD Program of Study

## Engineering & Technology Pathway (Project Lead the Way)

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

	GRADE	English	Math	Science	Social Studies/ Sciences	SD Required Electives	Career & Technical Education Courses	SAMPLE Career Options Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Students								
SECONDARY	9	* English I	* Algebra I	* Physical Science	* World History * Geography	* PE/Health * Fine Art Elective	Exploring Technology Education	▶ Aeronautical Engineer ▶ Aerospace Engineer ▶ Agricultural Engineer ▶ Agricultural Technician ▶ Application Engineer ▶ Architectural Engineer ▶ Automotive Engineer ▶ Biomedical Engineer ▶ Biotechnology Engineer ▶ CAD Technician ▶ Chemical Engineer ▶ Civil Engineer ▶ Communications Engineer ▶ Computer Engineer ▶ Computer Programmer ▶ Construction Engineer ▶ Electrical Engineer ▶ Electronics Technician ▶ Geothermal Engineer ▶ Industrial Engineer ▶ Manufacturing Engineer ▶ Manufacturing Technician ▶ Marine Engineer ▶ Mechanical Engineer ▶ Metallurgist ▶ Mining Engineer ▶ Nuclear Engineer ▶ Petroleum Engineer
	10	* English II	* Geometry	* Biology I		2 units total - any combination of: * World Language or	<b>Pre Requisite Courses</b> Introduction to Engineering Design <b>or</b> Principles of Engineering <b>or</b> Digital Electronics  <b>Specialized Courses</b> Engineering Design and Development <b>or</b> Computer Aided Manufacturing <b>or</b> Aerospace Engineering <b>or</b> Biotechnical Engineering <b>or</b> Civil Engineering  * Youth Internship * Senior Capstone	
	Academic/Career Advisement Provided - College Placement Assessments							
	11	* English III	Algebra II	Physics	* American History	* Computer Studies or Approved Career & Technical Education		
	12	* English IV	Trigonometry  * AP Calculus or College Credit Math	* AP Chemistry	* U.S. Government  * Psychology	* Personal Finance or * Economics		
The general course identified in this Program of Study are those required as part of S.D. Advanced Pathway to Graduation.								
POSTSECONDARY	Year 13	Written and Oral Communications	College Level Math	Natural Sciences	Social Studies/ Sciences	Computer Literacy		
	Year1 4	Written Communications	Information Literacy			Wellness for Life Arts & Humanities		
	Year 15							
	Year 16							
† Red Text - Courses can be articulated to Postsecondary Education * Classes available through Virtual School    ✧ Recommended academic								
◀ Blue Text - College Level - Dual Credit Underlined Text - Industry Certification Available								

**The following are various Wiki's created for the South Dakota Educators information.**

1. Education and Training, Hospitality and Tourism, Human Services Wiki

<http://facs-sd.wikispaces.com/>

SDATFACS Association: <https://sdatfacsnews.wikispaces.com/>

2. Agriculture, Food & Natural Resources Wiki

<http://sdaggies.wetpaint.com/#>

3. Architecture & Construction; Transportation, Distribution & Logistics; Manufacturing Wiki

<http://architecture-construction.wikispaces.com/>

4. Arts, A/V Technology & Communication Wiki

(includes Fashion Design and Interior Design Standards)

<http://sdarts.wikispaces.com/>

5. Business Management & Administration, Finance, Information Technology Wiki

<http://cb031.k12.sd.us/careercluster/> (Business)

<http://sdctemarketing.wordpress.com/> (Marketing)

<http://rh047.k12.sd.us/default.aspx> (IT)

6. Health Science Wiki

Not developed at this time

7. 2025 Wiki that includes Professional Development opportunities

<http://sdhs2025.wikispaces.com/>

#### **Other Website information:**

There is a FACS listserv that anyone may join, go to this website and join

<http://www.k12.sd.us/Listserv/>





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# Syllabi

# **COURSE SYLLABUS**

## **Assignment #**

The purpose of a course syllabus is to communicate the expectations between school personnel, students and parents. This is also a required document for an approved Career and Technical Education Program.

A course syllabus has six components, each with a specified purpose as described below:

- Course description
- Instructional Philosophy
- Core Standards
- Major Course Projects
- Instructional Delivery Plan
- Assessment Plan and Grading Scale

### **1. Course Description**

- Statement of what students will learn in the course.
- **Topics covered:** This is a list of topics that are listed in each set of state developed standards. Programs should use this list.
- **Prerequisites:** Indicate the prerequisites for the course and if the course is a prerequisite for other courses.
- **Length:** Is this a full-year or semester-length course? How much time per day?
- **Grade Level:**

### **2. Instructional Philosophy**

- Expectations for student, teacher, and overall learning environment.

### **3. Core Technical Standards**

- The range of standards do reflect basic knowledge, higher levels of intellectual development, and procedural skills that students will acquire in the course.
- The syllabus should contain the list of standards from an approved and validated set of core technical standards.

For a list of South Dakota Career and Technical Education Standards, visit:

<http://doe.sd.gov/octe/index.asp>

For a list of South Dakota Core Content Standards, visit: <http://doe.sd.gov/contentstandards/>

### **4. Major Course Projects**

- List all the major projects that take place during the course.

### **5. Instructional Delivery Plan**

- How instruction will be delivered
- How students will work (independently and/or in teams)
- How the community is included

### **6. Assessment Plan and Grading Scale**

- How students will be evaluated?

# **COURSE SYLLABUS**

## **Assignment #**

### **1. Course Description**

- **Statement:**
- **Topics covered:**
- **Prerequisites:**
- **Length:**

**Grade Level:**

### **2. Instructional Philosophy**

### **3. Core Technical Standards**

### **4. Major Course Projects**

### **5. Instructional Delivery Plan**

### **6. Assessment Plan and Grading Scale**

Subject/Course: \_\_\_\_\_

Grade (s): \_\_\_\_\_ Designer(s): \_\_\_\_\_

Anticipated Time: \_\_\_\_\_

<b>Stage 1: Desired Results</b>		
Standard(s) or Goal(s):		
<b>Big Ideas</b>	Big Idea(s):	
	Understandings: <i>Students will understand that...</i>	
	Essential Question(s):	
Students will know...		Students will be able to...
<b>Stage 2: Assessment Evidence</b>		
What evidence will show that students understand?		
_____ Performance Task	_____ Project	_____ Quizzes
_____ Tests	_____ Informal Observation	_____ Discussion
_____ Interviews	_____ Self-assessment	_____ Other (Identify below)
Description of assessment(s):		
<b>Stage 3: Learning Plan</b>		
Sequence of teaching and learning experiences		
<b>Sequence of Instruction:</b>		

May 2010 Final Version

For additional information, please use the UbD Checklist or the following resources:

Wiggins, G. & McTighe, J. (2004). *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

## Handout to Guide the Development of the Understanding by Design Unit – WHERE TO

### **Motivation – Introduce and Explain**

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

### **Model (Teacher presentation):**

What instruction is needed to *equip* students for final performance?

### **Guided and Independent Practice (Student Engagement):**

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

### **Reflection/Assessment:**

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How will students *exhibit* their understanding about their final performances and products? How will you guide them in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

# UbD Design Checklist

## Stage 1: Desired Results

	Yes	No
<b>Establish Goals:</b>		
1. Only those standard(s) or goals that are directly relevant to the unit and assessed in Stage 2 are listed.		
<b>Understandings:</b>		
2. The <i>Big Idea(s)</i> are clearly stated and derived from or aligned with appropriate standards or goals.		
3. The <i>understandings</i> are both overarching (to promote transfer of standard(s) or <i>Big Ideas</i> ) and topical (specific enough to focus teaching, learning, and assessment).		
4. The <i>understandings</i> are framed as full-sentence generalizations in response to the stem "Students will understand that..."		
5. The <i>understandings</i> are not obvious or true by definition (i.e. factual knowledge). The understandings will include <i>uncoverage</i> in order for students to come to understand the standards.		
<b>Essential Questions:</b>		
6. <i>Essential questions</i> clarify the <i>Big Idea</i> and connect to other topics and contexts to guide inquiry into the topic.		
7. The <i>essential questions</i> are thought provoking and arguable, rather than "leading" questions that point to facts.		
8. The <i>essential questions</i> are framed in appropriate "student language" to make them accessible to students.		
<b>Students will know:</b>		
9. Key knowledge and skills (including prerequisite knowledge and skills) needed to meet the standards and enable the desired understandings are identified.		
<b>Students will be able to:</b>		
10. Key performances objectives needed to meet the standards or goals are identified.		
<b>Designer comments for Stage 1 – Desired Results:</b>		

## Stage 2: Assessment Evidence

	Yes	No
11. The <i>assessments (authentic, diagnostic, performance, summative and formative)</i> are aligned with the Revised Bloom's Taxonomy level of the standards or goals. They will yield appropriate evidence of the identified understandings.		
12. The variety of assessments allow for differences in learning profiles, interests, and readiness.		
13. The unit includes a variety of <i>assessments</i> to evaluate the student's understanding.		
14. If appropriate, scoring <i>rubric(s)</i> includes all essential components in alignment with standards or goals.		
15. Descriptions of assessments are identified and described.		
16. Students are given the opportunity to self-assess and reflect upon their learning and performance.		
<b>Designer comments for Stage 2 – Assessment Evidence:</b>		

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Wiggins, G. & McTighe, J. (2004). *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Italicized words* are defined in the glossary.

Stage 3: Learning Plan			
<i>The learning plan is the sequence of teaching and learning experiences that help students master the standards or goals for the UbD unit. The learning plan uses the WHERETO concept and incorporates a motivation activity to introduce standards and understandings, a model of instruction, guided or independent practice by the student, and reflection/assessment activities.</i>			
		<b>Yes</b>	<b>No</b>
<b>W</b>	17. The learning plan makes clear to students what they will be learning, what is expected of them (i.e. standards or goals) and how their work will be evaluated. Big ideas are clearly stated so that students know and understand <b>where</b> they are headed and <b>why</b> . Essential questions and performance tasks will <b>hook</b> students because they are engaging and thought provoking.		
<b>E</b>	18. If appropriate, diagnostic assessments are used in the beginning to check for potential misunderstandings and predictable performance (skill) error. The learning plan is designed to <b>equip</b> students with the prerequisite experiences necessary to understand the <i>Big Ideas</i> , and the needed information and skills upon which the understandings and performance depend. The instruction is designed to equip students for the final assessment.		
<b>R</b>	19. Opportunities are provided for students to <b>rethink and reflect</b> their prior and emerging understandings and to <b>refine and revise</b> their work based on feedback and guidance.		
<b>E</b>	20. Learning activities help students <b>explore</b> the big ideas and essential questions. Students <b>experience</b> events to make ideas and issues real. Students are provided opportunities to dig deeper into the core ideas. Students are taught to <b>self-evaluate</b> .		
<b>T</b>	21. The learning has been <b>personalized</b> to accommodate the variety of student's interests, styles, and abilities by differentiating content, process, and products.		
<b>O</b>	22. The sequence of learning activities has been <b>organized</b> . The learning plan is clearly designed to maximize student <b>engagement</b> and <b>productivity</b> .		
Designer comments for Stage 3 – Learning Plan:			

## Glossary of Understanding by Design Terms

**Assessment** – is a broad term defined as a process for obtaining information that is used for making decision about students, curricula and programs, and educational policy.

- 1) **Authentic Assessment** - An authentic assessment task is designed to simulate or replicated important, real-world performances. Authentic performance tasks establish a realistic context with genuine purposes, audiences, and constraints. Thus, the context of the assessment, not just the task itself (e.g. “messiness” of problem, ability to seek feedback and revise, and access to appropriate resources), is what makes the work authentic, not merely whether it is performance-based or hands-on. **OR** – usually means presenting students with tasks that are directly educationally meaningful instead of indirectly meaningful.
- 2) **Formative Assessment** – is a judgment about quality or worth made during the design or development of instructional materials, instructional procedures, curricula, or educational programs. The teacher directs these judgments toward modifying, forming, or otherwise improving the product before it is completed.
- 3) **Summative Assessment** – is judgment about the quality or worth of already completed instructional materials, instructional procedures, curricula, or educational programs.

**Big Idea** – A big Idea refers to transferable concepts, principles, and theories that should serve as the focal point of curricula, instruction, and assessment. Big ideas help connect the discrete facts and skills. Big ideas are typically revealed through one or more of the following forms: a concept (e.g., adaptation), a theme (e.g., man’s in humanity to man), an issue or debate (e.g., liberal vs. conservative), a paradox (e.g., poverty amidst plenty), a process (e.g., writing process, scientific method), an authentic problem (e.g., voter apathy), a theory (e.g., Manifest Destiny), an underlying assumption (e.g., the markets are rational), or differing perspectives (e.g. terrorist vs. freedom fighter).

**Understanding** – an insight into ideas, people, situations, and processes manifested in various appropriate performances. To understand is to make sense of what one knows, to be able to know why it is so, and to have the ability to use it in various situations and contexts.

- 1) **Enduring Understanding** – Refers to the important ideas or core processes that are central to a discipline and transferable to new situations and that have lasting value beyond the classroom. In thinking about the Enduring Understandings for a unit or course, teachers are encouraged to ask, “What do we want students to understand and be able to use several years from now, after they have forgotten the details?”

**Design** – the design is to plan the form and structure of something, or the pattern or motif of a work of art. In education, teachers are designers in both senses, aiming to develop purposeful, coherent, effective, and engaging lessons, **units** (see description below), and courses of study and accompanying assessments to achieve desired results.

Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nitko, A. (2001). (2<sup>nd</sup> ed.) *Educational assessment of students*. Upper Saddle River, NJ: Merrill Prentice Hall.



**Essential Question** – Essential questions reflect the most historically important issues, problems, and debates in a field of study. By examining such questions, students are engaged in thinking like an expert (i.e., “doing” the subject). Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. Essential Questions are designed to be thought provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances.

**Facets of Understanding** – the six different kinds of understanding identified in Understanding by Design: explanation, interpretation, application, perspective, empathy, and self-knowledge. Understanding (or lack of it) reveals itself in different mutually reinforcing ways. In other words, the more we see a student able to explain, apply, and offer multiple points of view on the same idea, the more likely that the student understands that idea.

**Rubric** – a rubric is a scoring guide that enables judges to make reliable judgments about student work and students to self-assess. A rubric is based on a continuum of performance quality, built upon a scale of different possible score points to be assigned; identifies key traits or dimensions to be examined and assessed; and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

**Transfer, Transferability** – refers to the appropriate and fruitful use of knowledge in a new or different context from that in which it was initially learned.

**Uncoverage** – to go in depth using an inquiry-based approach whereby meaning is discovered, constructed, or inferred by the learners with the aid of the teacher and well designed learning experiences. Uncoverage is required to develop understanding of ideas that are abstract and possibly counterintuitive.

**Unit** – short for unit of study. Though there are no hard and fast criteria, a unit focuses on a major topic (e.g., the Civil War), process (e.g., research), or resource (e.g., a novel) and typically lasts a few days to a few weeks.

**WHERE TO** – an acronym for **W**here is the work headed?; **H**ook the students; **E**xplore and equip; **R**ethink and revise; **E**xhibit and evaluate; **T**ailor to student needs, interests, and styles; **O**rganize for maximum engagement and effectiveness.

Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nitko, A. (2001). (2<sup>nd</sup> ed.) *Educational assessment of students*. Upper Saddle River, NJ: Merrill Prentice Hall.



**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

# Perkins Information



**2009-2010 ANNUAL PROGRAM APPROVAL  
APPLICATION  
OFFICE OF CAREER TECHNICAL  
EDUCATION (OCTE)  
DUE IN STATE OFFICE BY MARCH 3, 2009**

<b>School District Name:</b>	<div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100px; margin: 0 auto;"> <b>TYPE</b> </div>	<b>Career Cluster:</b>	<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;"> Science, Technology, Engineering and Math </div>
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Assignment Code/Course Title/Type	Teacher	Level	# of Credits
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
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Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
Assignment Code/Course Title/Type	Please type in Name		0
<b>Total</b>			0

**Program Status**

**New Program\***  
(New Programs must submit standards taught and course syllabi directly to the Career Cluster Specialist.)

**Existing Program**

**CRITERIA FOR PROGRAM APPROVAL**

**CTE Teacher Certification** (Complete for each CTE teacher in the Career Cluster Program)

Name on Certificate	Area of Certification	Email

**Advisory Committee**

The program's advisory committee operates with a written work plan and meets a minimum of two times per year?  
(Does not apply to new programs)

**Career and Technical Student Organizations**

The program operates with an applicable Career & Technical Student Organization?

**Core Standards**

The program utilized the approved core standards for your Career Cluster ?

**Program Improvement Process (PIP) and/or Annual Progress Reports**

PIP instrument and Action Plan OR Progress Report for the current school year has been submitted. (Does not apply to new programs)

**Data Collection**

The following Perkins IV data for the prior school year has been entered on the Perkins portal?

Website: <https://www.state.sd.us/applications/DP42LaunchPad/Logon.aspx>

---

Signature of Teacher

Date

Signature of Administrator

Date

Signature of Career Cluster Specialist

Date

**RETURN TO:**

OCTE

700 Governors Drive

Pierre SD 57501-2291

OCTE USE ONLY

Approved

Disapproved

### 2010 - 2011 Career and Technical Education Assignment Codes

Cluster or Type of Course	PRF Code	Course Title
Foundational	10004	Computer Applications
	22104	Service Learning
	22150	Foundations of CTE
	22152	Employability/Careers
	22210	Personal Finance
	80023	Career Exploration
Agriculture, Food and Natural Resources	18000	MS Agriculture, Food, and Natural Resources
	03003	Environmental Science
	18001	Introduction to Agriculture, Food, and Natural Resources
	18051	Fundamental Plant Science
	18053	Horticulture
	18054	Landscape, Design, and Maintenance
	18057	Advanced Plant Science
	18058	Greenhouse Management
	18059	Floriculture
	18101	Fundamental Animal Science
	18107	Advanced Animal Science
	18108	Companion Animals
	18201	Ag Business Sales & Marketing
	18202	Agribusiness Entrepreneurship
	18203	Leadership and Personal Development
	18205	Agriculture Communications
	18302	Ag Processing Technology
	18305	Food Science
	18308	Agriculture Biotechnology
	18310	Agriscience
	18401	Fundamental Ag Mechanics
	18402	Ag Power Technology
	18403	Fundamental Ag Structures Technology
	18404	Ag Metal Fabrication Technology
	18406	Advanced Ag Structures Technology
	18501	Wildlife and Fisheries
	18504	Natural Resources
Architecture and Construction	21050	MS Technology Education
	12053	Entrepreneurship
	17002	Intro to Building Trades
	17003	Residential Construction
	17006	Introduction to Architecture and Construction
	17007	Cabinetry
	21051	Introduction to Technology Education
	21103	Architectural Drafting
	21106	Technical Drafting
	21107	Computer Assisted Drafting
	05174	Fashion Design
	05202	Introduction to Performing Arts
	05204	Visual Communications
	05203	Visual Elements of Performance
	10101	Network Technology
	10102	Networking Systems

Arts, Audio-Video Technology and Communication	10106	Electronics
	10201	Web Publishing and Design
	10202	Computer Graphics
	10203	Multi-Media Design
	10205	Digital Animation
	11000	Introduction to Arts, Audio-Video Technology & Communications
	11002	Communication Technology
	11051	Audiovisual Production
	11052	Advanced Photographic Arts
	11054	Photographic Arts
	11056	Digital Music Production
	11099	Audio Production Methods
	11103	Broadcast Technology
	11151	Digital Media Technology
	11152	Desktop Publishing
	11154	Commercial Graphic Design
	11156	Graphic Communication Technology
	21107	Computer Assisted Drafting
	22211	Interior Design
	22212	Advanced Interior Design
Business, Management and Administration	12000	MS Business
	02154	Business Math
	10005	Advanced Computer Applications
	10053	Database Programming
	10201	Web Publishing and Design
	10203	Multi-Media Design
	11152	Desktop Publishing
	12003	Office/Business Technology
	12009	Business Communications
	12051	Introduction to Business
	12052	Business Management
	12053	Entrepreneurship
	12054	Business Law
	12056	International Business & Marketing
	12101	Introduction to Financial Services
	12102	Banking
	12104	Accounting I
	12108	Accounting II
	12164	Principles of Marketing
Education and Training	22200	MS Family and Consumer Science
	19051	Human Development: Preschool to School Age
	19056	Human Development: Adolescence to Adulthood
	19151	Introduction to Education & Training
	19152	Teaching & Training as a Profession
Finance	02154	Business Math
	10053	Database Programming
	12003	Office/Business Technology
	12009	Business Communications
	12051	Introduction to Business
	12053	Entrepreneurship
	12056	International Business & Marketing

	12101	Intro to Financial Services
	12102	Banking
	12104	Accounting I
	12106	Risk Management and Insurance
	12108	Accounting II
	12109	Accounting III
Health Science * Project Lead the Way Courses	12053	Entrepreneurship
	14001	Health Science Careers I
	14002	Health Science Careers II
	14051	Certified Nursing Assistant
	14055	Introduction to Emergency Medical Services
	14062	Introduction to Sports Medicine
	14102	Introduction to Medical Laboratory
	14152	Pharmacy Tech
	14154	Medical Terminology
	14253	Pharmacology
	14255	* PLTW Principles of Biomedical Science
	14256	* PLTW Human Body Systems
	14257	* PLTW Medical Intervention
Hospitality and Tourism	22200	MS Family and Consumer Science
	12053	Entrepreneurship
	12104	Accounting I
	16001	Introduction to Hospitality & Tourism
	16002	Hospitality & Tourism Management
	16058	Restaurant Management / Culinary Arts I
	16059	Restaurant Management / Culinary Arts II
	22202	Nutrition and Wellness
	22203	Food Technology
Human Services	22200	MS Family and Consumer Science
	12052	Business Management
	12054	Business Law
	12104	Accounting I
	16054	Dietetics & Nutrition
	19001	Introduction to Human Services
	19051	Human Development: Preschool to School Age
	19052	Human Development: Prenatal to Toddlers
	19056	Human Development: Adolescence to Adulthood
	19152	Teaching & Training as a Profession
	19301	Consumer Services and Product Development
	22202	Nutrition and Wellness
	22204	Skills for Parenting
	22213	Serving Communities and Families
Information Technology	10009	Introduction to Information Technology
	10051	Information Systems Analysis & Design
	10053	Database Programming
	10101	Network Technology
	10102	Networking Systems
	10112	Cabling
	10152	Computer Programming
	10153	Visual Basic Programming
	10154	C++ Programming
	10155	Java Programming

	10161	Web Programming
	10201	Web Publishing and Design
	10202	Computer Graphics
	10203	Multi-Media Design
	10253	Operating System
	10254	Computer Hardware
	11152	Desktop Publishing
	17106	Electronics
Manufacturing	21050	MS Technology Education
	12053	Entrepreneurship
	21107	Computer Assisted Drafting
	21106	Technical Drafting
	17106	Electronics
	13002	Introduction to Manufacturing
	21051	Introduction to Technology Education
	13203	Machine Tool
	21009	Mechatronics / Robotics
	13207	Welding Technology
	13208	Advanced Welding Technology
Marketing, Sales and Services	10005	Advanced Computer Applications
	10201	Web Publishing and Design
	10203	Multi-Media Design
	11152	Desktop Publishing
	12009	Business Communications
	12051	Introduction to Business
	12053	Entrepreneurship
	12054	Business Law
	12056	International Business & Marketing
	12104	Accounting I
	12152	Comprehensive Marketing
	12160	Marketing Merchandising
	12161	Retail Marketing
	12163	Sports & Entertainment Marketing
	12164	Principles of Marketing
	12165	Principles of Selling & Advertising
	12168	Marketing Research
	12202	Marketing Management
STEM Project Lead the Way Courses	21000	* MS Engineering
	21004	* Principles of Engineering
	21006	* Introduction to Engineering Design
	21008	* Digital Electronics
	21010	* Computer Integrated Manufacturing
	21012	* Civil Engineering & Architecture
	21013	* Aerospace Engineering
	21014	* Biotechnical Engineering
	21050	MS Technology Education
	21016	MS Mechtronics/ Robotics
	13101	Production Systems
	17106	Electronics
	20053	Aviation
	20101	Introduction to Energy/Power
	21001	Introduction to Engineering



	21007	Engineering Design and Development
	21009	Mechatronics / Robotics
	21015	Advanced Mechatronics / Robotics
	21017	Aerospace Technology
	21018	Fundamentals of Engineering
	21019	Computerized Electronics
	21020	Integrated Computer Manufacturing
	21051	Introduction to Technology Education
	21057	Alternate Energy Systems
	21106	Technical Drafting
	21107	Computer Assisted Drafting
Transportation Distribution & Logistics	12009	Business Communications
	12053	Entrepreneurship
	12164	Principles of Marketing
	12165	Principles of Selling & Advertising
	20001	Introduction to Transportation
	20101	Introduction to Energy/Power
	20104	General Service Technician
	20105	Automotive Electronics
	20106	Introduction to Vehicle Systems & Maintenance
	20109	ATV/Small Engine Mechanics
	20116	Auto body Painting & Refinishing
	20119	Auto body Structural Analysis
	20120	Auto body Damage Analysis & Estimating
	20121	Automotive Engine Performance
	20122	Automotive Brakes
	20123	Automotive Suspension & Steering
	20125	Auto body Non-structural analysis
	21001	Introduction to Engineering
	21051	Introduction to Technology Education
Capstone Experience: A capstone experience is a culminating high school experience designed to integrate knowledge, skills and concepts gained from a student's previous years of learning.	80018	Youth Internship
	80019	Senior Experience
	80026	Entrepreneurship Experience
	80020	Pre-Apprenticeship

**Perkins IV  
SECONDARY PROGRAM IMPROVEMENT INSTRUMENT**

**Due December 1, 2010**

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**Program**

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**School District/Multi-District**

**We have reviewed this instrument and are in agreement with the basic plans described:**

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**School Superintendent                      Date**  
**Multi-District Director**

---

**Principal    Date**

---

**Advisory Committee Member      Date**

---

**CTE Teacher    Date**

---

**CTE Teacher    Date**

---

**CTE Teacher    Date**

---

**CTE Teacher    Date**

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**SD DOE OCCTE Cluster Specialist**

This instrument may be submitted by mail or fax with signatures or by email to the appropriate cluster specialist with copies to the individuals listed above.

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## **Introduction**

July 1, 2007, marked the beginning of Perkins IV legislation. Because we have reached the midpoint Perkins IV authorization, all secondary programs seeking federal Perkins funds will complete the Program Improvement Instrument. The Department of Education and Office of Curriculum, Career and Technical Education anticipate that each program will use the instrument as a way to determine areas that need improvement and to identify program strengths and best practices that can be shared with other programs. You will find that the instrument is specifically designed to focus on program improvement as required by Perkins IV. Teachers should seek the opportunity to support local school improvement plans (i.e. strategic plan) or Perkins LEA Plan (i.e. consortium, multidistrict, or district) when developing program goals.

The Program Improvement Instrument consists of the following sections: Students Engaged, Rigorous Coursework, Cooperation with Stakeholders, Programs of Study, Student Career Guidance, Program Improvement Process and Plan, Equipment and Facilities, Program Accountability/Data, Goal Setting, and Action Plans.

The Program Improvement Process (PIP) sets forth the South Dakota Department of Education/Office of Curriculum, Career and Technical Education's expectations and goals for secondary career and technical education programs. The instrument is designed to help programs develop goals and plans to improve program quality using a continuous improvement model. Its contents are based on requirements in Perkins IV.

## **Expected Outcomes**

Expected outcomes of the process include improvement in program curricula, classroom delivery, and, ultimately, student achievement. Other outcomes are program improvement goals and the "Action Plan." The goals will identify important improvements and changes teachers want to make in their programs. The Action Plan will provide them with a road map for achieving the goals set during the program improvement process. The Action Plan sets time lines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local secondary and postsecondary teachers, administrators, community resources, and/or state staff. Ultimately, the Program Improvement Instrument is designed to help establish where programs are now, where they want to be, and how they plan to get there.

## **Perkins Data Collection & Analysis**

Another important aspect of the Program Improvement Process is Perkins accountability. South Dakota's Perkins Accountability is met through the Perkins Core Indicators of Performance (Standards and Measures), program improvement, and program monitoring. The Core Indicator of Performance data provide important information needed to evaluate and improve the program. During the Program Improvement Process, teachers will work with their program specialists to analyze the program data. Teachers will discuss the disaggregated program data to gauge the status of various subgroups.

The Core Indicators of Performance and the local adjusted levels of performance provide benchmarks for local programs to meet.

## **Potential Sanctions**

With new legislation come new requirements. Perkins IV details sanctions for not meeting Perkins Accountability Requirements.

**State Sanctions:** If the state fails to meet 90% of the adjusted levels of performance for any core indicator, the state must develop an improvement plan. If after two consecutive years the state fails to meet the 90% on any core indicator, the Secretary may withhold all or a portion of a state's allocation from state administration (5%) and state

leadership (10%). The Secretary must use such withheld funds to assist in the development of an improvement plan or other improvement activities.

**Local Sanctions:** If a local district fails to meet the adjusted levels of performance for two consecutive years, the state may withhold all or part of the local's allocation. The state must use such withheld funds to provide "through alternative arrangements" services and activities to students within the area served by the local district.

Finally, the PIP will assist the Office of Curriculum, Career and Technical Education (OCCTE) in its responsibility to monitor and evaluate program effectiveness; assure compliance with all applicable Federal laws; and provide technical assistance, as required by the Perkins Career and Technical Education Act of 2006. Failure to participate in the Program Improvement Process will result in program disapproval in the subsequent year.

#### On-site Visits

New programs, new instructors, and at-risk programs will receive priority when selecting programs for on-site visits. At-Risk programs include those programs unable to meet the Core Indicators of Performance (Standards and Measures) for two consecutive years. On-site reviews may be conducted anywhere in the state and will no longer be assigned to a particular region. All other programs will be selected on a revolving basis with a goal of programs receiving an on-site visit at least once every five years. Program teachers or administrators may request an on-site evaluation of their program from the Office of Curriculum, Career and Technical Education (OCCTE).

**Some programs will be selected to have an on-site review. Those chosen programs will do the following:**

1. Host a meeting with their local program advisory committee, administration, and students.
2. Develop a list of measurable goals to include in an Action Plan with steps to accomplish each goal.
3. Submit a completed secondary Program Improvement Instrument.

## **OCCTE Statewide Expectations and Goals to Improve All Programs**

1. Students are engaged mentally, physically, socially, and emotionally.
  - a. Students engage in hands-on learning, group work and cooperative learning through self-reflection.
  - b. Students use technology for learning.
  - c. Students are engaged in appropriate Career and Technical Student Organizations.
  - d. All students have equitable access to learning.
2. Programs offer rigorous coursework.
  - a. Courses integrate appropriate level reading, writing and math skills.
  - b. CTE educators integrate higher-level concepts and use research-based strategies.
  - c. Students are encouraged to use critical thinking, analytical skills, and problem solving skills at appropriate levels.
3. CTE educators work cooperatively inside school and in the community.
  - a. CTE educators improve rigor by collaborating with other faculty and administration.
  - b. CTE educators work with administrators and other educators on the school's improvement plan.
  - c. Business and industry members are actively involved in the programs, including through advisory committees.
  - d. Administration, community and parent input is sought.
4. CTE Programs follow a Programs of Study
  - a. Programs fully implement South Dakota's CTE standards.
  - b. Programs strive to meet industry practices.
  - c. Dual enrollment and articulated credit are part of the students' programs of study.
  - d. Students engage in work-based learning.
  - e. The program seeks state, regional, or national certification or licensure, where applicable.
5. CTE educators are actively engaged in students' career guidance plans.
  - a. Students engage in career exploration based on interests and aptitudes.
  - b. Students' personal learning plans are actively integrated into program offerings.
  - c. CTE educators work with school counselors.
6. Equipment and facilities enhance student learning.
  - a. Programs plan for future needs and have a long-range plan for major equipment needs and other improvements.
  - b. Educators work innovatively within equipment and facility constraints.
  - c. CTE teachers and school administrators understand and comply with Perkins equipment procedures, and maintain accurate inventory of all equipment purchased with Perkins funds.
  - d. Maintain a safe environment for student learning.
7. Educators engage in a holistic improvement planning process.
  - a. Educators use program data to drive decision-making.
  - b. Educators actively seek to engage all student populations and provide extra help if needed.
  - c. Educators seek out relevant professional development opportunities.
  - d. Perkins' budget requests reflect consortium/multi-district/school transition plans, program standards, goals set through the program improvement plan, and results of Perkins data analysis.
  - e. Student input is sought.

**1. Students are engaged mentally, physically, socially, and emotionally.**

Please mark the best response.

The teacher(s) works with other teachers to develop integrated, interdisciplinary lessons/projects that meet standards.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students are faced with open-ended problems for which there is no obvious solution.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The teacher(s) utilizes instructional methods to deepen understanding (cooperative learning, group work, hands-on learning, self-reflection, project based learning, and inquiry based learning).	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students are encouraged to participate in the applicable Career and Technical Student Organization.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students interact with instructional technology at least 3 times per week within the program (student response system, interactive white boards, ect...).	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Program enrollment reflects diversity of school population.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students are assessed through a variety of techniques -Teacher-made, open-ended exams <b>Y or N</b> -Projects <b>Y or N</b> -Practical/lab exercises <b>Y or N</b> -Portfolios of student's work <b>Y or N</b> -End-of-course exams in the content area <b>Y or N</b> -Demonstrations <b>Y or N</b> -Other: -Other:				

Please provide comments:

**2. Programs offer rigorous coursework.**

Please mark the best response.

CTE teacher(s) clearly indicate the amount and quality of work necessary to earn an A or a B.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
CTE students complete one or more hours of assigned work outside the normal class hours each week.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The program homework, assessment, and safety & conduct policies are communicated to students and parents, and are enforced.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Higher-order questions are used during classroom discussion and on all assessments.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Common course syllabi have been communicated.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Rubrics are used in assessment.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
End-of-course exams have been implemented.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students complete writing assignments at least bi-weekly.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students use mathematics to complete assignments at least bi-weekly.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students regularly read portions of industry journals or other technical material as part of the curriculum.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:

**3. CTE educators work cooperatively inside school and in the community.**

Please mark the best response.

CTE teachers, other school faculty, and administrators work together to increase program rigor.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The CTE teacher(s) are involved in whole school improvement efforts.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
An advisory committee consisting of business, industry, and community representatives is organized and meets at least twice a year.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
CTE teacher(s) seeks out administrators to educate and inform them about the value of CTE as well as to seek input.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The CTE teacher(s) makes a proactive effort to involve parents and guardians in their students' work.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Administrators and the program teacher(s) consult on budgetary needs.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The program is supported by a budget that considers program needs and numbers of students.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:

**4. CTE Programs follow a Program of Study.**

Please mark the best response.

The local program of study follows the state model program of study including all CTE standards.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Advanced pathway courses are available to students.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Students earn industry based certifications or licensures where applicable.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Program includes Capstone Experiences or Service Learning that follows the state framework. (Entrepreneurship Experience, Senior Experience, Youth Internship, or Pre-Apprenticeship)	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Dual credit and/or articulation opportunities exist in the program and students use them.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:



**5. CTE educators are actively engaged in students' career guidance plans.**

Please mark the best response.

Students develop and use Personal Learning Plans.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
CTE teacher(s) actively work with the school counselor to provide CTE student career development activities.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
CTE teacher(s) integrates SDMyLife.com (online career development software) into the curriculum.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:

**6. Equipment and facilities enhance student learning.**

Please mark the best response.

The program has a local equipment and facility improvement plan developed with the advisory committee, maintained on-site.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Given facility and equipment constraints, the program seeks resources to best use the space and equipment available.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Equipment and other supplies purchased with Perkins monies are inventoried accurately and local staff is aware of Perkins inventory requirements.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Non-Perkins funds are also used to maintain, purchase, and/or upgrade program equipment and instructional materials.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The facility is maintained in an orderly, safe, and clean condition and safety equipment is readily available.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Priority is given to CTE students for the use of equipment and instructional materials purchased with Perkins funds.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:

**7. Educators engage in a holistic improvement planning process.**

Please mark the best response.

Program provides career and technical education opportunities to all students regardless of race, color, national origin, disability, or gender.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The teacher(s) knows how to locate, report and interpret the Perkins data, including special populations.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Proactive steps are taken to recognize and reach underrepresented populations.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Perkins data is used to make decisions about the program.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Perkins budget requests reflect local program improvement plans, Perkins five year plans, and data results.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Program teacher is involved in the Individualized Education Programs (IEP) of program students.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Program publications and learning environments are free of gender-biased, stereotyping pictures, and language.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
Student input is sought during planning process.	Not Addressed	Being Planned	Partial Implementation	Full Implementation
The teacher(s) matches professional development opportunities to relevant personal and program needs based on data.	Not Addressed	Being Planned	Partial Implementation	Full Implementation

Please provide comments:

## Program Improvement Action Plan

<b>Goal:</b> At least 95% of the students will attain a 75% or above on their technical skills.  <b>How will this goal be measured?</b>  By accessing Perkins data reports and reviewing attainment levels.	Person(s) Responsible	Completion Date	OCCTE Assistance Needed
<b>Action Step</b> Develop and implement a mentoring system to increase student achievement.	Teacher Faculty School Counselor	Oct. 2008	___ Yes <input checked="" type="checkbox"/> No
<b>Action Step</b> Implement a “re-do” policy until a student achieves a satisfactory grade.	Teacher	Sept. 2009	___ Yes <input checked="" type="checkbox"/> No
<b>Action Step</b> Incorporate appropriate level reading and writing strategies.	CTE Teacher ELA Teacher	Jan. 2008	<input checked="" type="checkbox"/> Yes ___ No
<b>Action Step</b> Work with the ESA’s to receive and implement new instructional strategies and curriculum development.	Teacher Administration ESA	2006-2008	<input checked="" type="checkbox"/> Yes ___ No
<b>Action Step</b>			___ Yes ___ No

☐ Plan meets expectations

☐ Does not meet expectations-improvement needed

\_\_\_\_\_  
OCCTE Cluster Specialist

\_\_\_\_\_  
Date

\*Goals and action plan should be developed with the assistance of Department of Education, Office of Curriculum, Career and Technical Education specialists along with local stakeholders.

## Program Improvement Action Plan

<b>Goal:</b>  <b>How will this goal be measured?</b>	Person(s) Responsible	Completion Date	OCCTE Assistance Needed
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No

☐ Plan meets expectations

☐ Does not meet expectations-improvement needed

\_\_\_\_\_

OCCTE Cluster Specialist

\_\_\_\_\_

Date

\*Goals and action plan should be developed with the assistance of Department of Education, Office of Curriculum, Career and Technical Education specialists along with local stakeholders.

## Program Improvement Action Plan

<b>Goal:</b>  <b>How will this goal be measured?</b>	Person(s) Responsible	Completion Date	OCCTE Assistance Needed
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No

☐ Plan meets expectations

☐ Does not meet expectations-improvement needed

\_\_\_\_\_  
OCCTE Cluster Specialist

\_\_\_\_\_  
Date

\*Goals and action plan should be developed with the assistance of Department of Education, Office of Curriculum, Career and Technical Education specialists along with local stakeholders.

## Program Improvement Action Plan

<b>Goal:</b>  <b>How will this goal be measured?</b>	Person(s) Responsible	Completion Date	OCCTE Assistance Needed
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No
<b>Action Step:</b>			___ Yes ___ No

☐ Plan meets expectations

☐ Does not meet expectations-improvement needed

\_\_\_\_\_  
OCCTE Cluster Specialist

\_\_\_\_\_  
Date

\*Goals and action plan should be developed with the assistance of Department of Education, Office of Curriculum, Career and Technical Education specialists along with local stakeholders.

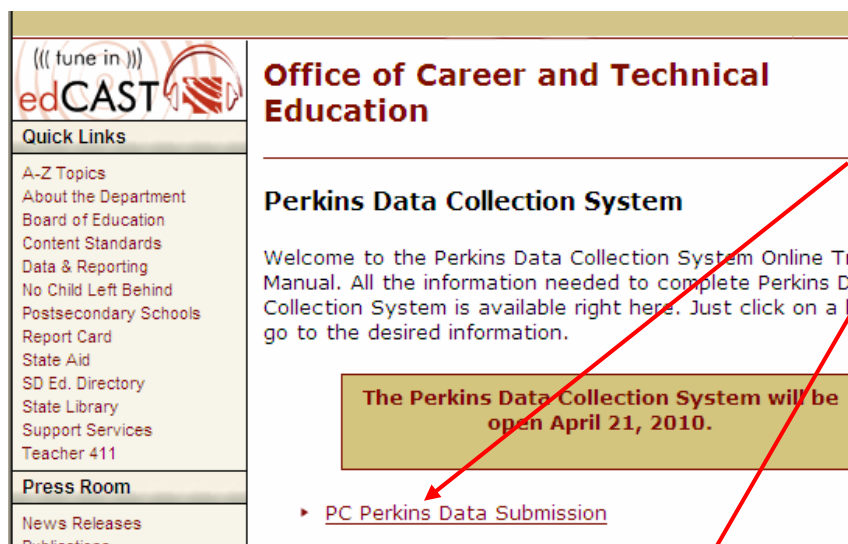


**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

# Data Collection

# Perkins Data Collection 2009-2010 School Year

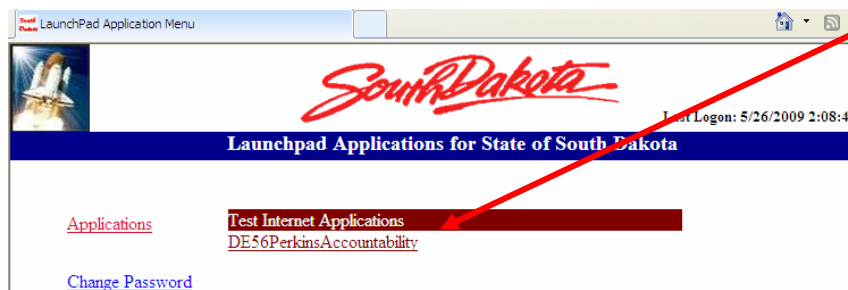
## Logging On:



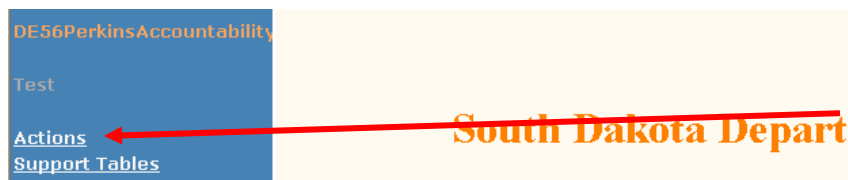
1. Go to the following website:  
<http://doe.sd.gov/octe/data>
2. Choose PC Perkins Data Submission
3. Using your login name and password given to you by OCCTE, log in.

Login Name:

User Password:



4. After you enter your logon and password a new page will open, to get started click "DE56PerkinsAccountability"



5. Click on **Actions** button



## Checking Valid Cluster for Your School

Test

Actions

**Class Assignments**

Point of Contact

Teacher Information

Mass Enrollment

Individual Enrollment

Enrollment Upload

Support Tables

Utilities

Reports

Administration

About

Close

☒ Show Entire List

☐ Show valid clusters / classes for selected attendance center

District: Haakon School District 27-1

Attendance Center: Choose...

Cluster Code	Cluster	Class Number	Class
1	Agriculture, Food & Natural Resources	51024	Ag Business Sales & Marketing
		51037	Ag Communications
		51029	Ag Cooperative Placement
		51025	Ag Engineering
		51033	Ag Machinery & Maintenance
		51020	Ag Metal Fabrication Technology
		51028	Ag Natural Resources
		51032	Ag Power Technology
		51026	Ag Processing Technology

6. Click on **Class Assignments** button

7. Click on **Show Valid Cluster...**

8. Choose the correct attendance center in the dropdown box.

This will show you the valid clusters for your school and all the assignment codes that are valid for the cluster. If a Cluster is not listed that is valid for your school, contact OCCTE office. The **Show Entire List** button, displays all assignment codes for all clusters.

## Point of Contact Information

MainMenu - Microsoft Internet Explorer provided by State of South Dakota

https://appstest.sd.gov/Applications/DE56PerkinsAccountability/Secure/MainMenu.aspx?UID=2pmc2m450jvtiba2oqxk...

File Edit View Favorites Tools Help

MainMenu

DE56PerkinsAccountability Contact Information

Test

Actions

**Class Assignments**

**Point of Contact**

Teacher Information

Mass Enrollment

Individual Enrollment

Enrollment Upload

Support Tables

Utilities

Reports

Administration

About

Close

School Year: 2008

District: Haakon School District 27-1

First Name: Hauk

Last Name: Douglas

Title: Agri-science instructor

Email: doug.hauk@k12.sd.us

Phone: 605-856-2742 xxx-xxx-xxxx

Fax: 605-859-3550 xxx-xxx-xxxx

Address: PO Box 730

City: Philip State: SD Zip: 57567-0730

Save

9. Click on **Point of Contact** Button.

10. Check to make sure the data is accurate. Or Enter the data in the fields if there is not information

11. Click **Save**

# Teacher Information and Valid Assignment Codes from PRF System

DE56PerkinsAccountability

Test

Actions  
[Class Assignments](#)  
[Point of Contact](#)  
[Teacher Information](#)  
[Mass Enrollment](#)  
[Individual Enrollment](#)  
[Enrollment Upload](#)  
[Support Tables](#)  
[Utilities](#)  
[Reports](#)  
[Administration](#)  
[About](#)  
[Close](#)

First Name:


District:

Attendance Center:

School Year:

Search Results

Records shown in blue are missing phone number, fax, and email address




Name	Attendance Center	Class Assignment Code	Class Assignment
 Bruckdacher, Brigitte	Philip High School - 01	55015	Comprehensive Fam
	Philip High School - 01	55020	Parenting
	Philip High School - 01	55024	Family
	Philip High School - 01	55025	Nutrition and Wellne

12. Click on **Teacher Information** Button

13. Choose the appropriate attendance center.

14. Click **Search**

A Screen with all the names of the teachers from that school with approved programs will appear, along with the list of courses that are listed on the PRF system.

Name	Attendance Center	Class Assignment
 Bartlett, Teresa	Brown HS - 01	80019
 Bates, Marilyn	Brown HS - 01	80019
 Cunningham, Duane	Brown HS - 01	18001
	Brown HS - 01	18003
	Brown HS - 01	18004
	Brown HS - 01	18051

15. Review the Course Titles for each teacher

If the correct course titles are not listed, contact your school's **POC of the PRF** system. They can update the PRF (Personnel Record Form system.)

Then **contact OCCTE** to add the class assignment to the Data Collection system.

16. Click on the **icon** beside the teacher's name.

17. Enter the teacher's phone number fax and e-mail.

18. Click **Save**. Repeat steps 15-17 for each Teacher

Name

Bartlett, Teresa

Birth Date: 3/1/1969 Race: White, non Hispanic Gender: F

Cert Number: 82186 Cert Expires: 7/1/2010

Phone:  Fax:  Email:

## **IMPORTANT:**

If you choose to enroll student data using the Mass Enrollment directions, you do not need to use the Individual Enrollment or Student Upload instructions and vice versa. You may choose one of the three data entry options. Once a student is entered his or her data can be modified using the Individual Enrollment features.

## Checking for Data Accuracy

Once you have entered your data it is critical to check for accuracy using a variety of methods. Below is a recommended technique. For more information about how to run reports please consult the directions for running reports located at <http://doe.sd.gov/octe/data>

Run the “Student Summary by Cluster Report.” Review for accuracy. This report is a very good tool to recheck the data you’ve entered and to assure you’ve accurately input the data.

For more information on running reports please review the “Perkins Accountability Reports” instructions.

Note the 12 grade student – status marked ‘concentrator’ and placement information. See an example below.

The screenshot shows a web application window with a menu bar (view, document, tools, window, help) and a toolbar. The main content is a table with the following columns: Grade Level, Cluster Description, Credits Earned, Status, Special Population (D, SP), Average TSA, and Placement Status. The table contains 15 rows of data. A red box highlights the last three rows, which are for 12th grade students. The first row in the box is a concentrator with 2.00 credits and an average TSA of 100.00. The second row is also a concentrator with 3.00 credits and an average TSA of 100.00. Red arrows point from the text above to these specific rows and columns.

Grade Level	Cluster Description	Credits Earned	Status	Special Population		Average TSA	Placement Status
				D	SP		
9				N	N		
10	Agriculture, Food & Natural Resources	1.00	Participant	N	N	97.00	
10	Agriculture, Food & Natural Resources	1.00	Participant	N	N	70.00	
9				N	N		
8				N	N		
11	Agriculture, Food & Natural Resources	2.00	Concentrator	N	N	97.50	
7				N	N		
10	Agriculture, Food & Natural Resources	1.00	Participant	N	N	90.00	
7				N	N		
11	Agriculture, Food & Natural Resources	1.00	Participant	N	N	98.50	
11	Agriculture, Food & Natural Resources	2.00	Concentrator	Y	N	90.00	
8				N	N		
12	Agriculture, Food & Natural Resources	2.00	Concentrator	N	N	100.00	
12	Agriculture, Food & Natural Resources	3.00	Concentrator	N	N	100.00	
8				N	N		
9				N	N		

# Individual Enrollment Directions

**Search Criteria**

Last Name:

First Name:

SIMS#:

District #:

District Name:

Attendance Center Name:

School Year:

**Search Results**

1. Click on **Individual Enrollment Button**.
2. Choose the correct **Attendance Center Name** in the dropdown box.
3. Click **Search**

A list of students will appear, listed alphabetically.

**Search Results**

	Last Name	First Name	SIMS	Date of Birth	Grade
	Carter, III	Thomas	055220958	8/25/1989	12
	Abbe	Kyla	025462016	8/18/1989	12
	Abbe	Russell	024173135	12/13/1990	09

4. Click on icon button beside the student's name.

**Student Summary - Abold, Wendy D**

46001 Meade 46-1  
02 Williams MS - 02

Student Detail

Summary of Credits

Industry or State Recognized Certificates

Enrollment

Prior Credits

Use the small "+" symbols to expand or collapse the individual sections.

To change special populations and placement data click here.

To review prior credit and concentrator status click here.

To enter certifications click here.

To add prior credits click here.

Test

**Actions**[Instructions](#)[Class Assignments](#)[Point of Contact](#)[Teacher Information](#)[Mass Enrollment](#)[Individual Enrollment](#)[Enrollment Upload](#)[Reports](#)[About](#)[Close](#)**Student Summary - Aldren, Tyler J**

46001 Meade 46-1

01 Brown HS - 01

**Student Detail**

SIMS: [REDACTED]

SSN: --

Gender: M

DOB: [REDACTED]

Grade Level: 12

Math: 790

Disabled: No

Single Parent: No

LEP: LEP

Dropout: N

Graduate:

Placement: Select Placement Type

Save

5. If the student is a Single Parent or the disabled status of the student has changed since Jan., choose 'Yes' in the appropriate dropdown bar.

6. If the student is a 12<sup>th</sup> grader with 2 credits, choose the correct placement data in the dropdown box.

7. Click **Save**.

[Close](#)**Enrollment**

CC#	Career Cluster	Class Assignment
4	Business, Management & Administration	Computer Applications
13	Manufacturing	Youth Internships
16	Transportation, Distribution & Logistics	Small Engine Repair Occupations
11	Information Technology	Financial Management/Personal F
13	Manufacturing	Youth Internships
16	Transportation, Distribution & Logistics	Auto Mechanics Occupation

Add

Career Cluster

Select Career Cluster

Class Assignment

Select Class Assignment

Credits

0

TSA

0

Save

Cancel

**Prior Credits**

Back to Search Screen

8. Click on **Add** button

9. Click on the **Career Cluster** dropdown box and choose the appropriate Career Cluster

10. Click on the **Class Assignment** dropdown box and choose the appropriate course title. These are the course titles that are on the PRF system.

**If the class assignment names are not the correct ones**, the POC for the PRF system at your school can change them. Then contact OCCTE to add the new assignment code to the Perkins Data Collection System.

11. Enter the **Number of credits**

12. Enter the **TSA** or Grade in the course.

13. Click **Save**

Repeat steps 8-13 for each course the student is enrolled in.

DE56PerkinsAccountability

01 Brown HS - 01

Test

**Actions**  
[Instructions](#)  
[Class Assignments](#)  
[Point of Contact](#)  
[Teacher Information](#)  
[Mass Enrollment](#)  
[Individual Enrollment](#)  
[Enrollment Upload](#)

**Reports**  
[About](#)  
[Close](#)

**Student Detail**

**Summary of Credits**

**Industry or State Recognized Certificates**

Career Cluster	Certificate	School Year
<b>Add</b>		
Career Cluster	2 Architecture & Construction	
Certificate	Drafter Certification (ADDA)	
<b>Save</b> <b>Cancel</b>		

**Enrollment**

CC#	Career Cluster	Class Assignment	Class Type	Credits
11	Information Technology	Computer Repair and Maintenance (Level I)	Cluster	0.00
15	Science, Technology, Engineering & Mathematics	Technology Education	Cluster	0.00
4	Business, Management & Administration	Computer Applications	Foundational	1.00
2	Architecture & Construction	Exploring Technology Education	Cluster	0.33
11	Information Technology	Computer Cabling	Cluster	1.00
13	Manufacturing	Exploring Technology Education	Cluster	0.33
16	Transportation, Distribution & Logistics	Small Engine Repair Occupations	Cluster	0.33
1	Agriculture, Food & Natural Resources	Introduction to Agriculture, Food, and Natural Resources	Cluster	0.50

**Add**

**Prior Credits**

**Back to Search Screen**

14. Click **Add** to enter student certification or credential.

15. Select the appropriate Career Cluster from the drop down box.

16. Choose the student certification from the drop down box.

17. Click **Save**

Click the “**Back to Search Screen**” button to enter data for a different student.

# Mass Enrollment

DE56PerkinsAccountability

Test

Actions

Point of Contact

Teacher Information

Mass Enrollment

Student Summary

Enrollment Upload

Support Tables

Utilities

Reports

Administration

About

Close

Mass Enrollment

Attendance Center: 01 Yankton High School - 01

Select Attendance Center

01 Yankton High School - 01

02 Yankton Middle School - 02

Show Students

1. Click on **Mass Enrollment** Button:
2. Choose the correct **Attendance Center** in the Drop Down Box.

A screen will appear with Career Cluster, assignment code dropdown bar.

Actions

Class Assignments

Point of Contact

Teacher Information

Mass Enrollment

Individual Enrollment

Enrollment Upload

Support Tables

Utilities

Reports

Administration

Attendance Center: 01 Philip High School - 01

Career Cluster: Human Services

Class Assignment: Select Class Assignment

Credits: .5

Show Students

3. Choose the correct Career Cluster from the dropdown box.
4. Choose the correct **assignment code** from the dropdown box.
5. Enter in the correct number of credits
6. Click on **Show Students** Button

Last Name	First Name	SIMS	Placement Description	TSA	Grade	Attendance Center	
Alfaro	Dorothy				12	2700101	Enroll
Bartels	Brandy				12	2700101	Enroll
Bartlett	Andrew				10	2700101	Enroll
Baxter	Emilie				12	2700101	Enroll
Baxter	Zachary				10	2700101	Enroll
Baye	Richard				9	2700101	Enroll
Bergeson	Shelby				9	2700101	Enroll
Bouman	Cody				10	2700101	Enroll
Bouman	Stephanie				11	2700101	Enroll
Brech	Andrew				11	2700101	Enroll
Brucklacher	Skye				12	2700101	Enroll

A list of all students will appear. They are listed alphabetically.

7. Click on the 'Enroll' Button on the right of the screen beside the student you want to enroll in the chosen course.

Last Name	First Name	SIMS	Placement	Placement Description	TSA	Grade	Attendance Center
Alfaro	Dorothy		work	entering Employment	90	12	2700101
Bartels	Brandy					12	2700101
Bartlett	Andrew					10	2700101
Baxter	Emilie					12	2700101

Last Name	First Name	SIMS	Placement	VSA	Grade	
"Carter, III"	Thomas			90	12	Enroll
Abbe	Kyla		Work	90	12	Done Cancel
Abbe	Russell				09	Enroll
Adair	Daniel				09	Enroll
Adair	Elizabeth				10	Enroll

8. Enter the **TSA** or grade the student earned.
9. If the student is in 12<sup>th</sup> Grade. Enter the student's **placement** information.
10. Click 'Done'

Repeat for **ALL** students enrolled in the course.

## Mass enrolling students in a different class

The screenshot shows the 'Mass Enrollment' section of a web application. On the left is a blue sidebar with navigation links: Actions, Class Assignments, Point of Contact, Teacher Information, Mass Enrollment (highlighted), Individual Enrollment, Enrollment Upload, Support Tables, Utilities, Reports, and Administration. The main content area has a yellow background and contains the following fields:

- Attendance Center: 01 Philip High School - 01
- Career Cluster: Human Services
- Class Assignment: Select Class Assignment
- Credits: .5
- Show Students button

Red arrows point from the instructions on the right to the Career Cluster dropdown, the Class Assignment dropdown, the Credits input field, and the Show Students button.

11. Scroll to the top of the page.
  12. Choose the correct Career Cluster from the dropdown box.
  13. Choose the correct **assignment code** from the dropdown box.
  14. Enter in the correct number of credit
  15. Click on **Show Students (This will refresh the screen)**
  16. Repeat steps 7-9
- For Each New Course Repeat steps 11-15**

## Enter Special Populations Data\* and Certifications or to Correct Errors

\*Only for students that are single parents or if the disabled status has changed since January.

The screenshot shows the 'Individual Enrollment' section of a web application. On the left is a blue sidebar with navigation links: Test, Actions, Instructions, Class Assignments, Point of Contact, Teacher Information, Mass Enrollment, Individual Enrollment (highlighted), Enrollment Upload, Reports, About, and Close. The main content area has a yellow background and contains the following fields:

- Search Criteria:
  - Last Name: [text box]
  - First Name: [text box]
  - SIMS#: [text box]
  - District #: 46001
  - District Name: Meade 46-1
  - Attendance Center Name: All Attendance Centers
  - School Year: 2009
  - Search button
- Search Results:
 

	Last Name	First Name
🔍	Abold	Wendy
🔍	Adam	Joseph
🔍	Adam	Larissa

Red arrows point from the instructions on the right to the Individual Enrollment button in the sidebar, the Attendance Center Name dropdown, the Search button, and the first student (Abold, Wendy) in the Search Results table.

17. Click on **Individual Enrollment Button**.
  18. Choose the correct **Attendance Center Name** in the dropdown box.
  20. Click **'Search'**
- A list of students will appear, listed alphabetically.
21. Click on **icon Button** beside the student's name.



DE56PerkinsAccountability

Test

**Actions**

[Instructions](#)

[Class Assignments](#)

[Point of Contact](#)

[Teacher Information](#)

[Mass Enrollment](#)

[Individual Enrollment](#)

[Enrollment Upload](#)

**Reports**

[About](#)

[Close](#)

### Student Summary - Abold, Wendy D

46001 Meade 46-1  
02 Williams MS - 02

☐ Student Detail

☐ Summary of Credits

☐ Industry or State Recognized Certificates

**Enrollment**

CC#	Career Cluster	Class Assignment
15	Science, Technology, Engineering & Mathematics	Technology Education

☐ Prior Credits

Use the small "+" symbols to expand or collapse the individual sections.

To change special populations and placement data click here.

To review prior credit and concentrator status click here.

To enter certifications click here.

To add prior credits click here.

### DE56PerkinsAccountability

Test

#### Actions

[Instructions](#)

[Class Assignments](#)

[Point of Contact](#)

[Teacher Information](#)

[Mass Enrollment](#)

[Individual Enrollment](#)

[Enrollment Upload](#)

#### Reports

[About](#)

[Close](#)

### Student Summary - Aitken, James Gary

46001 Meade 46-1  
01 Brown HS - 01

☐ Student Detail

SIMS:  SSN: -- Gender: M Race:

DOB:  Grade Level: 12 Math: 806 Read:

Disabled:  Single Parent:

LEP: LEP Dropout: N Graduate:  Place:

☐ Summary of Credits

Career Cluster
1 Agriculture, Food & Natural Resources
4 Business, Management & Administration
2 Architecture & Construction
11 Information Technology
10 Human Services
13 Manufacturing
16 Transportation, Distribution & Logistics

☐ Industry or State Recognized Certificates

Career Cluster	Certificate	School Year
<input type="button" value="Add"/>		

**Enrollment**

CC#	Career Cluster	Class Assignment	Class Type	Credits	TSA	School Year
4	Business, Management & Administration	Computer Applications	Foundational	1.00	100	2006

22. If the student is a Single Parent or the disabled status of the student has changed since Jan., choose 'Yes' in the appropriate dropdown bar.

23. Click **Save**.

24. To enter student certificates or credentials click "**Add**."

DES6PerkinsAccountability

01 Brown HS - 01

Test

Actions

- Instructions
- Class Assignments
- Point of Contact
- Teacher Information
- Mass Enrollment
- Individual Enrollment
- Enrollment Upload

Reports

- About
- Close

Student Detail

Summary of Credits

Industry or State Recognized Certificates

Career Cluster	Certificate	School Year
Add		
Career Cluster	2 Architecture & Construction	
Certificate	Drafter Certification (ADDA)	
		Save Cancel

Enrollment

CC#	Career Cluster	Class Assignment	Class Type	Credits	TS
11	Information Technology	Computer Repair and Maintenance (Level I)	Cluster	0.00	10
15	Science, Technology, Engineering & Mathematics	Technology Education	Cluster	0.00	10
4	Business, Management & Administration	Computer Applications	Foundational	1.00	98
2	Architecture & Construction	Exploring Technology Education	Cluster	0.33	96
11	Information Technology	Computer Cabling	Cluster	1.00	93
13	Manufacturing	Exploring Technology Education	Cluster	0.33	96
16	Transportation, Distribution & Logistics	Small Engine Repair Occupations	Cluster	0.33	96
1	Agriculture, Food & Natural Resources	Introduction to Agriculture, Food, and Natural Resources	Cluster	0.50	89
Add					

Prior Credits

Back to Search Screen

25. Select the appropriate Career Cluster from the drop down box.

26. Choose the student certification from the drop down box.

27. Click **Save**

28. Click the “**Back to Search Screen**” button to enter data for a different student.

29. Repeat Steps 20-28 for all students’ applicable data.

Mistakes made in the Mass enrollment screen can easily be fixed in the individual enrollment area.

# Perkins Accountability Definitions

## STUDENT DEFINITIONS

**Participant:** A secondary student who has enrolled in any career and technical education program.

**Concentrator:** Students in grades 9-12 who have earned two (2) Carnegie units credits in a single CTE Cluster program area. (Please note that the term “completer” is not used in the Perkins IV legislation.)

## **Special Population Definitions**

**Single parent:** A pregnant or parenting student (female or male)

**Disabled student:** A student on an Individualized Education Plan (IEP)

**Economically disadvantaged student:** A student on free or reduced lunch under the National School Lunch Act.

**Limited English Proficiency:** A student whose native language is not English and who has difficulty speaking, reading, writing, or understanding English

## COURSE DEFINITIONS

**Foundational Course:** A course that could apply across all 16 clusters.

- |                         |       |                      |       |
|-------------------------|-------|----------------------|-------|
| ▪ Computer Applications | 10004 | ▪ Foundations of CTE | 22150 |
| ▪ Employability/Careers | 22152 | ▪ Service Learning   | 22104 |
| ▪ Personal Finance      | 22210 | ▪ Career Exploration | 80023 |

**Cluster Specific Course:** A course in which skills taught are applicable to all pathways within that cluster. Examples:

- *Agriculture, Food and Natural Resources:* Introduction to Agriculture, Food & Natural Resources
- *Human Services Cluster:* Human Development
- *Manufacturing Cluster:* Introduction to Manufacturing

**Academic Course:** A course that supports either a pathway specific course or a cluster course. Higher level academic courses are highly recommended. Examples:

- *Agriculture, Food, and Natural Resources, Biology*
- *Architecture and Construction, Geometry*
- *Health Science, Anatomy*

**Capstone Course:** These courses are culminating course(s) within a program of study. Examples:

- **Youth Internships**      **80018**
- **Senior Experience**      **80019**

**Assignment Codes:** A specific code assigned to identify a course, tied to a teacher’s certification. School districts enter the numbers in the Personnel Record Form (PRF) system.

**CORE INDICATORS OF PERFORMANCE (STANDARDS & MEASURES):** The accountability measures in the Perkins IV legislation that demonstrate levels of achievement in six areas:

Measure	Definition	Formula
<b>Academic Attainment Reading/ Language Arts</b>  <b>1S1*</b>	<p><b>Numerator:</b> Number of concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment</p> <p><b>Denominator:</b> Number of concentrators who took the assessments in <b>reading/language arts</b> and who have left secondary in the reporting year.</p>	<p><b>Numerator:</b></p> <ul style="list-style-type: none"> <li>• 12 grade student</li> <li>• with 2 credits</li> <li>• reading score of <b>604</b> and above – Proficient &amp; Advanced on the Dakota STEP test</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>• 12 grade student</li> <li>• with 2 credits</li> <li>• has a Dakota STEP test reading score</li> </ul>
<b>Academic Attainment Mathematics</b>  <b>1S2*</b>	<p><b>Numerator:</b> Number of concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment</p> <p><b>Denominator:</b> Number of concentrators who took the assessments in <b>mathematics</b> and who have left secondary education in the reporting year.</p>	<p><b>Numerator:</b></p> <ul style="list-style-type: none"> <li>• 12 grade student</li> <li>• with 2 credits</li> <li>• math score of 715 and above – Proficient &amp; Advanced</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>• 12 grade student</li> <li>• with 2 credits</li> <li>• has a math score</li> </ul>
<b>Technical Skill Attainment</b>  <b>2S1†</b>	<p><b>Numerator:</b> The number of concentrators who attain a program average of 75% or higher in their CTE program.</p> <p><b>Denominator:</b> The number of concentrators in the program.</p>	<p><b>Numerator:</b></p> <ul style="list-style-type: none"> <li>• students with 2 credits</li> <li>• TSA (technical skill attainment) of <b>75</b> or above</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>• students with 2 credits</li> </ul>
<b>Secondary School Completion</b>  <b>3S1‡</b>	<p><b>Numerator:</b> The number of <u>CTE concentrators</u> who earned a regular secondary school diploma.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the regular year.</p> <p><b>*Note measures 3S1 and 4S1 are identical in South Dakota.</b></p>	<p><b>Numerator:</b></p> <ul style="list-style-type: none"> <li>• students with 2 credits</li> <li>• Those marked as graduated</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>• with 2 credits</li> <li>• dropped out (in SIMS system in 05, 06 or 07 and not in 08)</li> <li><b>OR</b></li> <li>• graduated</li> </ul>
<b>Student Graduation Rates</b>  <b>4S1‡</b>	<p><b>Numerator:</b> Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.</p> <p><b>Denominator:</b> Number of concentrators who have left secondary education in the reporting year.</p> <p><b>*Note measures 3S1 and 4S1 are identical in South Dakota.</b></p>	<p><b>Numerator</b></p> <ul style="list-style-type: none"> <li>• students with 2 credits</li> <li>• Those marked as graduated</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>• 2 credits</li> <li>• dropped out (in SIMS system in 05, 06 or 07 and not in 08)</li> <li><b>OR</b></li> <li>• graduated</li> </ul>

\*Note the Dakota STEP is given in grade 11, but the score are reported when the student is in grade 12.

†Technical Skill Attainment: Program average is the average of all CTE course grades on a 100 point scale.

‡In South Dakota 3S1 and 4S1 measures are identical.

Measure	Definition	Formula	
<b>Secondary Placement</b>  <b>5S1</b>	<p><b>Numerator:</b> The number of concentrators who have graduated placed in postsecondary education, employment, advanced training*, or the military.</p> <p><b>Denominator:</b> Number of concentrators who have graduated completing the program.</p> <p><b>Advanced Training:</b> Any formal training beyond the high school or secondary level not related to a postsecondary degree program.</p>	<p><b>Numerator</b></p> <ul style="list-style-type: none"> <li>12 grade students</li> <li>students with 2 credits</li> <li>with a placement in 2 year, 4 year, employment, advanced training, or military</li> </ul> <p><b>Denominator</b></p> <ul style="list-style-type: none"> <li>12 grade students with 2 credits</li> </ul>	
<b>Nontraditional Participation</b>  <b>6S1</b>	<p><b>Numerator:</b> The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender.</p> <p><b>Denominator:</b> The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender.</p>	<b>Numerator</b>	<b>Denominator</b>
		Females enrolled in AFNR Cluster	All enrolled in AFNR
		Females enrolled in A& C	All enrolled in A & C
		Females enrolled in IT	All enrolled in IT
		Males enrolled in Human Services	All enrolled in Human Services
		Males enrolled in Health	All enrolled in Health
		Females enrolled in Manufacturing	All enrolled in Manufacturing
		Females enrolled in STEM	All enrolled in STEM
<b>Nontraditional Completion</b>  <b>6S2</b>	<p><b>Numerator:</b> The number of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender.</p> <p><b>Denominator:</b> The total number of concentrators (nontraditional + traditional) completing programs preparing them for careers considered nontraditional for their gender.</p>	<b>Numerator</b>	<b>Denominator</b>
		Females 2 credits in AFNR	2 credits in AFNR
		Females 2 credits in A& C	2 credits in A & C
		Females 2 credits in IT	2 credits in IT
		Males 2 credits in Human Services	2 credits in Human Services
		Males 2 credits in Health	2 credits in Health
		Females 2 credits in Manufacturing	2 credits in Manufacturing
		Females 2 credits in STEM	2 credits in STEM
		Females 2 credits in Transportation	2 credits in Transportation

\*Advanced Training: Any formal training beyond the high school or secondary level not related to a postsecondary degree program.

## **State Recognized Industry Certifications or Licensures by Cluster**

Perkins IV emphasizes the importance industry recognized certificate where available. A student may only receive a certification once. Certifications are tied to career clusters, but a student does not need to be a concentrator in that cluster to earn the certificate. Certifications should be entered in the year earned.

<b>Cluster</b>	<b>Certifications Available</b>
<b>Agriculture, Food &amp; Natural Resources</b>	Commercial Applicator Certification (Pesticide)
	Private Applicator Certification (Pesticide)
	OSHA 10 Hour Safety Certification—General Industry
	OSHA 10 Hour Safety Certification—Construction Industry
	<b>Certified Welder (AWS)</b>
<b>Arts, A/V Technology &amp; Communications</b>	OSHA 10 Hour Safety Certification—General Industry
<b>Architecture &amp; Construction</b>	Drafter Certification (ADDA)
	Certified SolidWorks Associate (CSWA)
	OSHA 10 Hour Safety Certification—General Industry
	OSHA 10 Hour Safety Certification—Construction Industry
<b>Business Management &amp; Administration</b>	Fundamental Business Concepts (A*S*K)
	Fundamental Marketing Concepts (A*S*K)
	Concepts of Finance (A*S*K)
	Concepts of Entrepreneurship and Management (A*S*K)
	OSHA 10 Hour Safety Certification—General Industry
<b>Education &amp; Training</b>	OSHA 10 Hour Safety Certification—General Industry
<b>Finance</b>	OSHA 10 Hour Safety Certification—General Industry
	Fundamental Business Concepts (A*S*K)
	Fundamental Marketing Concepts (A*S*K)
	Concepts of Finance (A*S*K)
	Concepts of Entrepreneurship and Management (A*S*K)
<b>Government &amp; Public Administration</b>	OSHA 10 Hour Safety Certification—General Industry
<b>Health Science</b>	Pharmacy Technician Certification
	OSHA 10 Hour Safety Certification—General Industry
	Certified Nurse Aid (CNA)
	First Aid/CPR
<b>Hospitality &amp; Tourism</b>	ProStart Program Certification
	ServSafe Food Safety Certification
	OSHA 10 Hour Safety Certification—General Industry
<b>Human Services</b>	OSHA 10 Hour Safety Certification—General Industry
<b>Information Technology</b>	C-Tech Network Cabling Specialists
	C-Tech Voice Communication Professionals
	C-Tech Home Professionals
	Cisco Certified Entry Networking Technician (CCENT™)
	Cisco Certified Network Associate (CCNA™)
	A+/CompTIA Certification Examination (A+ Essentials)
	OSHA 10 Hour Safety Certification—General Industry
<b>Law, Public Safety, Corrections &amp; Security</b>	EMT-Basic
	First Aid/CPR
	OSHA 10 Hour Safety Certification—General Industry
<b>Manufacturing</b>	OSHA 10 Hour Safety Certification—General Industry
	OSHA 10 Hour Safety Certification—Construction Industry
	<b>Certified Welder (AWS)</b>
<b>Marketing</b>	OSHA 10 Hour Safety Certification—General Industry
	Fundamental Business Concepts (A*S*K)
	Fundamental Marketing Concepts (A*S*K)
	Concepts of Finance (A*S*K)
	Concepts of Entrepreneurship and Management (A*S*K)
<b>Science, Technology, Engineering &amp; Math</b>	OSHA 10 Hour Safety Certification—General Industry
	OSHA 10 Hour Safety Certification—Construction Industry
<b>Transportation, Distribution &amp; Logistics</b>	OSHA 10 Hour Safety Certification—General Industry
	Automotive Service Excellence (ASE) Certification
	<b>Drafter Certification (ADDA)</b>
	<b>Project Lead the Way</b>

## Strategies to Meet the Perkins IV Perkins Core Indicators of Performance (Standards and Measures)

### Academic Attainment:

- **Core Indicator 1S1, Reading/Language Arts**
- **Core Indicator 1S2, Mathematics**

- ◆ Read the *Techniques* journal published by the American Association for Career and Technical Education – many articles on classroom strategies, program promotion, new technical innovations, best practices, innovative programs, and much more.
- ◆ Coordinate with special population's personnel to assess abilities, interests, aptitudes, unique learning needs and styles.
- ◆ Foster achievement of academic skills by relating real-world applications to classroom and work-based learning.
- ◆ Create a climate of excellence in the classroom with high expectations for all students.
- ◆ Impress on students the importance of doing their best on standardized tests and implement a reward system, such as giving them a grade, points, or extra credit; coupons for ice cream; special in-class celebration, etc.
- ◆ Orient learners to your classroom, laboratory procedures, and expectations.
- ◆ Provide frequent feedback to learners concerning their progress.
- ◆ Provide examples of what good work looks like.
- ◆ Provide students with the grading rubric or criteria "up-front," so they know course and project standards.
- ◆ Have students help develop rubrics for class projects.
- ◆ Post course standards and teacher expectations around the classroom.
- ◆ Present material in small, distinct steps appropriate for learners in the class.
- ◆ Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- ◆ Integrate *Writing to Win* strategies such as "What I thought you taught . . .," acrostics (vocabulary), quad clusters, either . . . or
- ◆ Involve other instructors in a team-approach to teaching.
- ◆ Use Perkins funds to hire tutors or classroom/lab aides.

- ◆ Make appropriate adaptations in assignments to meet learner strengths (e.g., substitute a project for a written report.)
- ◆ Encourage your students to work toward attaining the CTE Scholar Recognition. Visit the web at <http://doe.sd.gov/octe/>. Contact your regional Tech Prep Coordinator (see end of document)
- ◆ Provide students and parents with course syllabi and outlines of planned events and projects.
- ◆ Use the mastery approach to learning, where students complete and revise work until they meet standards.
- ◆ Institute a “Redo” policy. Grade A, B, C, or Redo. Do not accept mediocre work.
- ◆ Integrate a variety of instructional activities into classroom lessons: small and large group interaction, self-paced multimedia instructional packages, independent study, and assignments with outside resources, activities to develop problem-solving skills, student-teacher contracts, demonstrations, simulations, and role-playing activities.
- ◆ Grade class projects for academic, as well as skill content and proficiencies.
- ◆ As a part of your instructional strategies, stress reading, math and writing in your technical field.
- ◆ Make sure assessment is authentic and performance-based.
- ◆ Align your course curriculum with academic and technical standards.
- ◆ Revise/revisit your curriculum annually, to make sure it is meeting the needs of students, as well as standards for the career area.
- ◆ Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting high school, postsecondary education and careers.
- ◆ Call your regional Tech Prep coordinator, your Education Service Agency (ESA), Office of Curriculum, Career and Technical Education, and your local school to see what professional development is being offered.
- ◆ Go to <http://www.cehd.umn.edu/NRCCTE/Math-In/> to find hints on integrating math into CTE lesson plans. This is the home page of the National Research Center's Math-in-CTE project.
- ◆ Use writing in math problems as both reflective and content journals. Writing will provide students with the opportunity to demonstrate their understanding of abstract mathematical concepts. These do NOT have to be graded but can be used for extra points, as a basis for class or small group discussions, or to demonstrate students' knowledge of a mathematical concept. Use of cooperative learning groups also gives students' the opportunity to discuss, explain, collaborate, and work as teams to demonstrate math knowledge. ERIC document # ED436354 for the complete research study.
- ◆ Have students answer questions that identify prior knowledge and/or misunderstandings about a topic. For example, write four or five statements related to the topic, some true and some false.



Have students agree or disagree with the statements. Discuss each statement as a class and have students explain why they agree or disagree. Then have them defend their position. \*

- ◆ Use graphic organizers to give concepts a visual image. They help students see the key parts of the whole and their relationships, helping the learner to comprehend text and solve problems. Use the question words to focus thinking - who, what, where, when, why, how. \*
- ◆ Use K-W-L to activate prior knowledge to connect with new information. Students respond to three statements: "What I Know," "What I want to know," and "What I Learned." \*
- ◆ Have students write "Learning Logs" to reflect on what they have just read, discussed, or experienced. Log writing covers the content being studied and not just personal feelings or impressions. Learning Logs can be used at any time during the classroom period - as an introduction, right after a reading selection or presentation of a major concept, or as a closing to the class period allowing students to summarize what they have learned. \*
- ◆ Increase reading retention through "Pairs-Read." Pairs of students take turns reading paragraphs aloud, then paraphrasing what they have just heard. This strategy combines auditory and visual learning styles and allows students to collaborate and summarize major ideas. \*
- ◆ Use structured note-taking to help students select, organize, and remember important points from their reading. Students use visual organizers to make notes of key points immediately after completing a passage. \*

\* *Strategic Reading in the Content Areas - Boosting Achievement in Grades 7-12*, International Center for Leadership in Education, Rexford, NY 12148, 2003.

## Technical Skill Attainment

### ➤ Core Indicator 2S1

- ◆ Provide flexible pacing of instruction and assignments to meet the needs of individual learners.
- ◆ Develop a student mentor/tutor system to increase student achievement
- ◆ Involve technical and academic teachers in a team-approach to teaching.
- ◆ Organize instruction into self-contained units, modules, and mini-courses.
- ◆ Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.
- ◆ Introduce and discuss any technical terms that are used relevant to demonstrations, assigned readings, homework assignments, or the field in general.
- ◆ Reinforce why students need to learn the material by discussing how it relates to their future academic and career goals.
- ◆ Use *Writing to Win* strategies to reinforce the course's technical content.

- ◆ Provide follow-up activities to clarify, reinforce, or extend what is being learned.
- ◆ Work with the post-secondary technical institutes to prepare articulation agreements for the courses you teach.
- ◆ Teach to individual learning styles, varying instructional methods and strategies.
- ◆ Foster learning of technical skills relating closely to real-world experiences.
- ◆ Incorporate the SCANS skills (employability) in lessons and projects.
- ◆ Orient learners to your classroom/lab procedures and expectations. Display the course's standards and teachers expectations around the classroom.
- ◆ Design your course curriculum according to identified academic and technical standards.
- ◆ Provide students and support personnel with course syllabi and/or outlines of planned instructional content and activities in easy-to-read formats.
- ◆ Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on your advisory committee.
- ◆ Invite business and industry representatives to visit your classroom and to be involved in evaluating classroom projects, presentations, and written work.
- ◆ Integrate a variety of instructional activities: individualized learning, computer applications, self-paced multi-media projects, independent study, field trips, job shadowing, mentoring, internships, interviews, etc.
- ◆ Provide instruction that includes applied academics to assist students in making the connection between school and their career choice.
- ◆ Complete all the requirements to ensure that your program is state approved.
- ◆ Use an advisory committee for your program area to provide input on program design and the needs of business.
- ◆ Incorporate the SD Career and Life Planning Student Portfolio into classroom activities.
- ◆ Introduce students to the benefits of Guidance Central career planning software
- ◆ Serve as faculty advisor to the Career and Technical Student Organization applicable to your program area.
- ◆ Conduct follow-up studies of past students for use in planning.
- ◆ Assist students in achieving national certifications or licensures in content areas where available.

## **Secondary School Completion and Student Graduation Rates**

### **➤ Core Indicator 3S1**

### ➤ **Core Indicator 4S1**

- ◆ Maintain close contact with parents as to student progress.
- ◆ Evaluate and discuss the school's course schedule with your administrator to see if conflicts with your courses can be minimized or eliminated. Be proactive! Sell your program!
- ◆ Work with the postsecondary technical institutes in developing articulation agreements for your program.
- ◆ Encourage your students to attain the CTE Scholar Recognition. <http://doe.sd.gov/octe/>
- ◆ Demonstrate the advantages of completing your program.
- ◆ Revise the curriculum to the career pathway model and include advanced-level supporting academic courses, dual credit, and advanced placement as part of your "program."
- ◆ Develop new courses.
- ◆ Offer independent study courses.
- ◆ Develop and implement a marketing plan for your program. Include your students in the planning. Sell, sell, sell.
- ◆ Encourage students to explore your program area in a careers class or middle school course. Show them the links between middle school and high school courses.
- ◆ Add internships and senior projects to your course selections.
- ◆ Count credits students took in middle school towards program completion – 1 semester MS course = ½ credit. 9 weeks in 7<sup>th</sup> grade and 9 weeks in 8<sup>th</sup> grade (same program) = ½ credit
- ◆ Get involved with your school's School Improvement Plan.
- ◆ Ask school administration to implement Teachers As Advisors to provide students with a consistent, trusted adult advisor.

## **Secondary Placement**

### ➤ **Core Indicator 5S1**

- ◆ Include information for learners on general workplace skills, legal rights on the job, and techniques to prevent and diffuse sexual and racial harassment.
- ◆ Expand the availability of work-based learning experiences in high-wage, high-skills careers.
- ◆ When providing work-based learning lessons and experiences for students, make sure they are exposed to all aspects of that particular industry or business.
- ◆ Develop articulation agreements with postsecondary technical institutes.

- ◆ Assist students in developing a Personalized Learning Plan.
- ◆ Provide current information and updates to all students and their parents on graduation requirements and entrance requirements for postsecondary education.
- ◆ Develop linkages with employers to ensure all learners have equal access to work-based learning experiences and employment.

## **Nontraditional Participation and Completion**

- **Core Indicator 6S1**
- **Core Indicator 6S2**

- ◆ Create and maintain an atmosphere of acceptance and support for all students in your classroom.
- ◆ Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- ◆ Evaluate work-based learning experiences by gender and racial/cultural backgrounds to determine that students are represented equally in all areas.
- ◆ Ensure that learners are assisted in determining skills and interests which are transferable to nontraditional careers, prior to being matched to work-based learning experiences.
- ◆ Develop and provide nontraditional work-based experiences for all students.
- ◆ Expose each student to a full range of careers, including those which are nontraditional for their gender.
- ◆ Provide students with career exploration activities, experiences, and information about high-wage, high-skill, and nontraditional careers; access to role models in nontraditional careers; and visits to work sites.
- ◆ Ensure that career fairs include nontraditional careers and role models that represent the workforce, including those in nontraditional careers.
- ◆ Involve women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- ◆ Train workplace mentors on gender issues and methods to mentor girls and boys interested in nontraditional careers.
- ◆ Participate in the Nontraditional Program Days offered through the technical institutes.
- ◆ Ask your Tech Prep coordinator, school administration or OCCTE for in-service on nontraditional participation and completion.

- ◆ Check websites for equity information: [www.napeonline.com](http://www.napeonline.com); [AGELE.org](http://AGELE.org); [www.womenwork.org](http://www.womenwork.org) and many more.

For professional development related to any of the core indicators of performance, contact your regional Tech Prep Coordinator, Education Service Agency (ESA), SD Department of Education, or Office of Curriculum, Career and Technical Education.

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Education Service Agencies: <http://www.sdesa.org/>

### **Required Use of Funds [Section 135(b)(1-9)]**

- 1. Strengthen the academic and career and technical skills of students participating in career and technical education programs**
- 2. Link career and technical education at the secondary level and career and technical education at the postsecondary level**
- 3. Provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences**
- 4. Develop, improve, or expand the use of technology in career and technical education**
- 5. Provide professional development programs**
- 6. Develop and implement evaluations of the career and technical education programs carried out with funds**
- 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology**
- 8. Provide services and activities that are of sufficient size, scope, and quality to be effective**
- 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency**

## **Permissive Use of Funds [Section 135(c)1-20]]**

- 1. To involve parents, businesses, and labor organizations, in the design, implementation, and evaluation of career and technical education programs**
- 2. To provide career guidance and academic counseling**
- 3. For local education and business (including small business) partnerships, including for-Work-related experiences for students, such as internships, entrepreneurship, and job shadowing related to career and technical education programs - Industry experience for teachers and faculty**
- 4. To provide programs for special populations**
- 5. To assist career and technical student organizations**
- 6. For mentoring and support services**
- 7. For leasing, purchasing, upgrading pr adapting equipment**
- 8. For teacher preparation programs that address the integration of academic and career and technical education**
- 9. To develop and expand postsecondary program offerings through the use of distance education**
- 10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs including articulation agreements postsecondary dual and concurrent enrollment programs**
- 11. To provide activities to support entrepreneurship education and training**
- 12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study**
- 13. To develop and support small, personalized career-themed learning communities**
- 14. To provide support for family and consumer sciences programs**
- 15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts**
- 16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job**
- 17. To support training and activities (such as mentoring and outreach) in non-traditional fields**
- 18. To provide support for training programs in automotive technologies**
- 19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives**
- 20. To support other career and technical education activities consistent with the purpose of this Act**

## Required and Permissive Use of Funds

Allowable Costs	Unallowable Costs
<p><b><u>REQUIRED USE OF PERKINS FUNDS [SECTION 135(B)1-9] (Nine Uses of Funds)</u></b>  <b><u>OCTE requires eligible recipients to expend funds in the nine required categories above. If no Perkins Funds are budgeted for a required use, the eligible recipient must explain how local or state funds are used to meet the requirement.</u></b></p> <ol style="list-style-type: none"> <li>1. To strengthen the academic and career and technical skills of students participating in career and technical education programs</li> <li>2. To link career and technical education at the secondary level and career and technical education at the postsecondary level</li> <li>3. To provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences</li> <li>4. To develop, improve, or expand the use of technology in career and technical education</li> <li>5. To provide professional development programs</li> <li>6. To develop and implement evaluations of the career and technical education programs carried out with funds</li> <li>7. To initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology</li> <li>8. To provide services and activities that are of sufficient size, scope, and quality to be effective</li> <li>9. To provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency</li> </ol> <p><b><u>PERMISSIVE USE OF FUNDS [Section 135(c)(1-20)] (Funds may be used for these items only after nine required uses above have been met either with Perkins or state/local funds.)</u></b></p> <ol style="list-style-type: none"> <li>1. To involve parents, businesses, and labor organizations, in the design, implementation, and evaluation of career and technical education programs</li> <li>2. To provide career guidance and academic counseling</li> <li>3. For local education and business (including small business) partnerships, including work-related experiences for students, such as internships, entrepreneurship, and job shadowing related to career and technical education programs and industry experience for teachers and faculty</li> <li>4. To provide programs for special populations</li> <li>5. To assist career and technical student organizations</li> <li>6. For mentoring and support services</li> </ol>	<ul style="list-style-type: none"> <li>♦ Capital expenditures</li> <li>♦ Consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other persons (paper ink, CO<sub>2</sub> cartridges, replacement batteries, toner, replacement printer cartridges)</li> <li>♦ Magazines</li> <li>♦ Contingency or “petty cash” funds</li> <li>♦ Contributions and donations</li> <li>♦ Dues/memberships to professional organizations or societies</li> <li>♦ Equipment and supplies for building maintenance</li> <li>♦ Fines and penalties</li> <li>♦ Furniture, files and equipment used by the teacher (Except for new programs)</li> <li>♦ General storage (files, cabinets, etc) not designed to store specific tools or equipment</li> <li>♦ Gifts, door prizes, etc.</li> <li>♦ Instructional aids, uniforms, tools, or other items to be retained by students</li> <li>♦ Interest and other financial costs</li> <li>♦ Leasing of vehicles, car rentals, etc.</li> <li>♦ Lodging, food, transportation, registration fees, dues for Career Technical Student Organizations</li> <li>♦ Maintenance contracts or agreements, equipment repair, and excessive installation costs</li> <li>♦ Meals, banquets, entertainment</li> <li>♦ Promotional materials, such as T-shirts, pens, cups, key chains, etc.</li> <li>♦ Standard classroom furniture not unique to the instructional program (Except for new programs)</li> <li>♦ Tuition costs, university fees, distance learning fees</li> <li>♦ Vehicles such as automobiles, trucks, buses, airplanes, boats, golf carts, snow mobiles, motorcycles</li> <li>♦ Multiple copies of textbooks, except for new programs</li> <li>♦ Sewing machines</li> <li>♦ Replacement of lost, stolen, or damaged items purchased with Perkins funds</li> <li>♦ Curriculum development unless related to career cluster committee work; must have prior approval of CTE program specialist</li> <li>♦ Stipends for training when a teacher receives certification or has travel expenses paid with Perkins funds</li> <li>♦ Payment to teachers for data analysis conducted during school day (contracted time)</li> <li>♦ Paying for data collection/data entry if done during school day (contracted time)</li> <li>♦ Payment for salaries after three years paid with Perkins funds</li> </ul>



**PERMISSIVE USE OF FUNDS [Section 135(c)(1-20)] - continued**

7. For leasing, purchasing, upgrading or adapting equipment
8. For teacher preparation programs that address the integration of academic and career and technical education
9. To develop and expand postsecondary program offerings through the use of distance education
10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs including articulation agreements and postsecondary dual and concurrent enrollment programs
11. To provide activities to support entrepreneurship education and training
12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study
13. To develop and support small, personalized career-themed learning communities
14. To provide support for family and consumer sciences programs
15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job
17. To support training and activities (such as mentoring and outreach) in non-traditional fields
18. To provide support for training programs in automotive technologies
19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives
20. To support other career and technical education activities that are consistent with the purpose of this Act

## Additional Use of Funds Explanations

**Accountability Policy:** Policy. Perkins funds cannot be used to pay teachers for data analysis done during the school day (contracted time). Requests to use Perkins funds to pay for data collection AND analysis should be combined into a single request in the Perkins budget request. Perkins funds may be used to pay subs during the school day when teachers are involved in data entry and analysis. Data entry alone will not be fundable but must be accompanied by data analysis with a proper justification on the budget request form. Records of the data analysis must be kept and may be requested during OCTE program visits.

**Travel Request Policy:** Out-of-state travel requests shall not exceed \$1,800 and must be approved by OCTE cluster specialist before travel occurs.

**Timeliness of Travel Requests:** Funds for travel are obligated when the travel actually occurs. Example: XYZ Conference occurs in FY 2020; the consortium has 2019 funds left. Can it use the remaining 2019 funds to prepay the conference that occurs in the next fiscal year, 2020? The answer is “No” because the funds will be “obligated” in the 2019 fiscal for travel during the 2020 fiscal year.

**Use of Perkins Funds for Salaries:** Perkins funds may be used to pay for salaries and benefits for new or expanding programs for a maximum of three years. After that, eligible recipients and institutions will need to budget for those salaries using state and/or local funds.

## Definition of Size, Scope, and Quality

To address the size, scope and quality requirements of Perkins IV, OCTE provides the following guidelines: These guidelines are the ideal that programs should work towards. Obviously, not all programs will have all of the quality items, but they should have a goal to work towards the majority of them.

**Size and Scope:** Program Application

1. # of credits offered
2. Which courses are in the programs' sequence of courses

**Quality:** PIP & course syllabi submitted to OCTE

1. Core standards aligned with career clusters core standards
2. Project-based learning included in courses
3. Course syllabi with integrated academic and technical knowledge and skills
4. Work-based experience included (job shadow, internship, etc.)
5. Students' use of technology
6. A variety of assessments used
7. Industry-recognized certificate, license, credential, if available
8. Secondary to postsecondary alignment, including dual credit/enrollment and/or articulation
9. Up-to-date equipment

## Perkins Budget Amendment Process

1. CTE teacher may contact Cluster Specialists about new requests to see if requests are “approvable” before they submit requests to consortium, multidistrict, or single district CTE director (e-mail or phone will be fine), especially if he or she is unsure if the request will be approved **BUT . . .**
2. CTE teacher must then submit amendment requests **to the consortium, multidistrict, or school district CTE director.** Perkins requires that requests be approved before and not after they are purchased. Purchasing items before OCTE approval may not be approved and reimbursed.
3. Consortium, multidistrict, or school district CTE director then makes changes to previously approved Excel spreadsheet and renames it to School/Multidistrict/ Consortium XYZ, Amendment 1, 2, 3, etc. (Example: Sioux Falls Amendment 1).
4. OCTE then approves amended application, sends email notification to Grants Management Office and the director. Grants Management issues an award letter with new amended budget to consortium, multidistrict, or school district CTE director by mail.

Please limit the number of amendments as much as possible. Each time an amendment is made, Grants Management must then send out a letter with the new approved amount. If we could hold amendments to 3-4 times a year, that would be very helpful it will also mean less confusion on all sides.

Any questions on the amendment process can be directed to Brad Bies ([brad.bies@state.sd.us](mailto:brad.bies@state.sd.us) or 605-773-4726) any of the cluster specialists.

# PERKINS EQUIPMENT MANAGEMENT INFORMATION

## Equipment Inventory Procedures

The following information explains the policies and procedures governing equipment purchased in whole or in part with Carl D. Perkins funds and state funded grants provided by the South Dakota Department of Education

The local education agency is required to maintain a local inventory of such equipment. The local education agency is also responsible for maintaining the equipment and for exercising reasonable care and safe keeping of this equipment.

### I. Definitions

#### 1. Acquisition Cost

Acquisition cost of equipment purchased means the net invoice price of the equipment, including any attachments, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Auxiliary charges such as duty or taxes, protective in- transit insurance, freight or installation shall be included as part of the acquisition cost if payment of charges is approved by the Office of Career and Technical Education when reimbursement is made for such items.

#### 2. LEA

Local Education Agencies. Local school, technical institute, college or approved agency conducting a career and technical education program.

#### 3. Major Equipment

Includes machinery and other items of tangible, depreciable property necessary for the function of a particular career and technical education program. Computer equipment and computer-related items are included in this category.

#### 4. Minor Equipment

Tangible, depreciable property necessary for the function of a career and technical education program.

#### 5. State Office

Office of Career and Technical Education (OCTE).

### II. Title

The title to equipment acquired under a subgrant will vest upon acquisition in the subgrantee. That is, equipment becomes the property of the eligible recipient. OCTE may reserve the right to transfer title to other eligible subgrantees.

### **III. Actual Equipment Purchase**

1. The LEA is responsible for purchasing equipment approved by OCTE for use in career and technical education programs. All local and state laws, regulations and procedures must be followed in the purchase of equipment. (For example, if the local regulations require formal bids, then formal bids must be obtained.) After an LEA has been notified that equipment has been approved for purchase, such equipment must be purchased or a signed purchase order should be executed as soon as possible. OCTE may specify a deadline date for purchase of equipment.
2. Equipment purchased by LEAs with funds provided by OCTE must meet all federal and state occupational safety and health administration rules and regulations. LEAs should require a compliance of all rules and regulations by the vendor before purchase is made.
3. The LEA is encouraged to plan a systematic method for continual updating of equipment to avoid obsolescence and fluctuating equipment budgets from year to year.
4. Equipment needs to be received and be operational in sufficient time to make an impact on the current program.
5. All purchased equipment will have adequate insurance coverage.
6. All equipment purchased will be identified as Perkins-purchased equipment with a permanent label or other identification system supplied by the LEA. The assigned identification tag must be attached or the inventory number engraved on the equipment.

### **IV. Use of Equipment Purchased with Funds Provided by the South Dakota State OCTE**

#### **1. Equipment Purchase**

Equipment purchased for a specific career and technical education program must be located in that program. Career and technical education equipment may be used for other instructional programs if the other use of the equipment is after regular school hours or on weekends.

#### **2. Repair and/or Replacement of Equipment Lost, Damaged, Stolen or Destroyed**

The LEA shall be solely responsible for the repair and/or replacement of any item lost, damaged, stolen or destroyed. No reimbursement will be made by OCTE to the LEA for any loss, damage, theft or destruction of the equipment.

#### **3. Equipment Control System to be Maintained**

A control system for all equipment (major and minor) shall be in effect by the LEA to ensure adequate safeguards for the prevention of loss, damage, theft or destruction of the equipment. The LEA will be responsible for replacing or repairing (with funds of the LEA) equipment that is lost, damaged, destroyed or stolen.

4. Maintenance of Equipment

Adequate maintenance procedures, such as maintenance contracts, shall be implemented by the LEA to keep the equipment in good working condition. The cost of such maintenance is to be born solely by the LEA and is not the responsibility of OCTE.

5. Equipment Tags

All equipment must be tagged upon receipt of equipment. Tags or other means of identification that are different from local inventory will be provided by the LEA.

6. Property Records

Property records shall be maintained accurately for each item of equipment. The records shall include the following information:

- A. A description of the property
- B. A serial number or other identification number
- C. The source of property
- D. Who holds title
- E. The acquisition date and cost of the property
- F. The percentage of federal/state participation in the cost of the property
- G. The location, use and condition of the property
- H. Any ultimate disposition data including the date of disposal and sale price of the property.

**V. Disposition**

When there is no longer a need for a specific piece of equipment to accomplish the purpose of the career and technical education program, or if the equipment becomes worn out or obsolete, the LEA will dispose of the equipment using the following:

1. Disposition of equipment is left up to LEA but will follow the criteria below.
  - A. Subgrantees may use equipment for other approved CTE programs within the LEA.
  - B. Order of disposition.
    1. Notify OCTE program specialist of item(s) to be surplus
    2. OCTE will notify all other CTE programs about the surplus equipment. OCTE will determine who will receive the equipment. Shipping or other costs incurred in transferring the equipment will be paid by the receiving school.
    3. If no other program wants the surplus equipment, the LEA may dispose of it according to local disposition policies.

C. Termination of Program

1. Upon receiving written notification from the LEA of the termination of an approved career and technical education program, OCTE will determine the time and method of disposition of the equipment. It is the sole responsibility of OCTE to determine whether the equipment is to be transferred to another LEA, sold, traded or retained by the LEA.

The actual disposition of the equipment may be accomplished by moving it to another approved career and technical education program. Actual physical transfer of equipment shall be determined by OCTE.



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# Advisory Committee



# Functions of Career & Technical Education Advisory Committee

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## Introduction

*A Career and Technical Education (CTE) advisory committee is a group of business and industry experts selected by local educators and administrators to serve in an advisory capacity to the CTE program. The purpose of an advisory committee is to advise instructors and administrators with respect to the development and maintenance of quality career and technical programs. Properly functioning advisory committees help schools ensure that programs reflect the changing needs of students, business and industry, and community.*

### Purpose

*The committee's purpose is to advise and serve as the link between the school, community and industry. Career technical programs are designed to prepare students to enter the work force in an occupational area and upgrade those already in the workforce. The programs must stay as current as possible. Industry representatives on the advisory committee perform a service to the school and students by providing advice on all phases of the program.*

### Membership

*The committee is comprised of industry representatives selected from management and labor, past or present students, parents and community members with an interest and knowledge of the occupation. Members are selected on the basis of specific knowledge and geographic distribution with equitable representation of genders, age, ethnic minority groups and other members of special populations in the community. The committee provides support and direction for the administrators of career and technical programs.*

### What's in It for You

Career and technical education programs are designed to provide entry-level competencies and to assist with upgrading skills for a specific occupation or family of occupations. Graduates from CTE programs will be moving into your business or businesses like yours. As an advisory committee member, you will have the opportunity to help develop programs, provide a valuable service to the educational system, and develop



# Purpose of CTE Program Advisory Committee

*Advisory committee members review the Career and Technical Education (CTE) program they are serving and advise the CTE teacher and local administration on improvement of the program.*

*The following information includes four activity areas offering several suggestions for an advisory committee's input, expertise and action.*

An advisory committee evaluates, facilitates and recommends the program's equipment.

## **Advise on short- and long-range plans:**

- *Review local district annual and long-range (4-5 year) education plan.*
- *Review Career and Technical Education Program Improvement plan.*
- *Review local needs assessment and recommend actions based upon the findings.*
- *Assist in analyzing local CTE completer data and state data.*

## **Assist with job opportunities:**

- *Assist in surveying employment needs and new and emerging occupations.*
- *Advise on the changing nature of the competencies in occupational fields.*
- *Assist in placing graduates or program completers.*
- *Inform the school of opportunities to place students in full- or part-time jobs, internships or mentorships.*

## **Evaluate facilities and program equipment:**

- *Review existing equipment, facilities and resources.*
- *Review laboratory equipment and compare with current and future technology and industry standards.*
- *Review laboratory (or shop) safety program.*
- *Review classroom, laboratory layout, space requirements, work stations, lighting, ventilation, etc., and compare with industry norms.*

## **Analyze the course content:**

- *Review and suggest content for course of study and standards of proficiency in areas essential to becoming successfully employed in a career path.*
- *Review the program's sequence of courses.*
- *Review course syllabi; program and course competencies; and career development skills.*
- *Help develop educational objectives.*
- *Review software packages, textbooks, resources and other supplementary materials.*
- *Advise on the extent to which academic skills and work attitudes should be taught.*
- *Review career exploration and awareness courses and activities.*

An advisory committee's review and recommendations for software packages, textbooks and other resources help keep the program's information and technology current.



# Organization of an Advisory Committee

Considerable attention should be given to the careful selection of members of the local advisory committee.

## Organization

*Effective advisory committees are those whose members are recognized professionals in their areas of responsibility, have an understanding and acceptance of the committee objectives, and a desire to accomplish them through teamwork and cooperation.*

*Program representatives should undertake constructive planning prior to establishing a new committee. This will help ensure the organization and effectiveness of the committee.*

## Steps to Organizing a New Committee

- **Program representatives/administrators should:**
  - Determine the type of committee needed.
  - Prepare a general structure and plan for the committee.
  - Appoint a temporary chair.
  - Compile and collect member contact information and professional data.
- **Program representative and/or chair should:**
  - Select additional committee members
  - Send letters of appointment signed by the appropriate administrators
  - Call the first meeting, provide time and place, and attach a tentative agenda.



# Organization and Operation of an Advisory Committee

## Representation

*Membership should include persons of different racial and ethnic groups, the disabled and disadvantaged, and men and women with backgrounds and experience in gender issues in job training and employment.*

## Qualifications

*The membership of the committee should include individuals who possess knowledge and work experience that is representative of the occupational area served by the program, and is representative of the total community.*

## Characteristics

*Candidates for membership should be civic-minded, cooperative, responsible and productive people who possess integrity. They should express interest, willingness, commitment and have time available to serve on the advisory committee.*

## Selection

*The members should be nominated by education, business, industry and labor leaders as well as the general public.*

## Length of Term and Member Replacement

*The replacement of members should be on a regular, staggered schedule, according to the length of appointment established. Advisory committee members generally serve a three-year term; alternate terms of appointment of one, two, and three years may be considered. Contributing members can be asked to renew for subsequent three-year terms.*

**Rotating committee membership helps prevent “burning out” valuable volunteers. Recruiting new members will also increase awareness of the program with the industry and the community.**



# Duties of Advisory Committee

## Teacher's Responsibilities:

- *Select and submit names of potential career and technical advisory committee members to the local education agency administration for approval*
- *Coordinate meeting arrangements*
- *Develop meeting agendas with the chairperson*
- *Act as chairperson for the first meeting*
- *Act as recorder for the committee (e.g. taking minutes, compiling committee recommendations for administration)*
- *Review goals and objectives with the committee*
- *Provide members with resource materials and program information*
- *Initiate and facilitate discussion during each meeting*
- *Provide feedback to members on the results of their recommendations*
- *Gather and compile contact information including e-mail addresses, and background data from committee members.*



## Chairperson Responsibilities:

- *Work with the teacher to plan career and technical advisory committee meetings*
- *Develop meeting agendas with the teacher*
- *Preside over meetings*
- *Ensure that agenda and schedules are followed*
- *Promote the committee's role as an advisory, not policy-making, body*
- *Help members gain consensus on issues*
- *Review minutes with instructor for accuracy*
- *Represent the advisory committee at various official functions (e.g., career and technical student organization banquets, school board meetings and hearings)*
- *Assign/organize sub-committees and standing committees*
- *Lead work plan development*

## Committee Member Responsibilities:

- *Attend meetings regularly*
- *Respect other committee member views*
- *Help reach consensus on issues*
- *Maintain objectivity and concentrate on the program's needs*
- *Make recommendations*
- *Accept assignments for sub-committees*

# Policies and Procedures for the Advisory Committee

## Policies and Procedures for the Advisory Committee

**Operational Guidelines:** *A written set of policies outlining committee activities such as membership selection, term of appointment, standing or ad hoc committee responsibilities, and membership duties should be developed locally and be relevant to local needs. Long-range goals and objectives should be developed and reviewed annually.*

**Meeting Scheduling:** *A minimum of two meetings are to be conducted annually. However, more meetings may be necessary to carry out the needs of the program effectively. Goal-oriented meetings will provide productive results and will ensure an efficient use of the time.*

**Call to Order and Adjournment:** *Meetings should have a definite starting and ending time. The chair must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner allowing for sufficient discussion, and adjourn the meeting at the scheduled time.*

**Minutes:** *Minutes are kept by the committee secretary and distributed to the membership prior to the meeting to allow for review. Minutes and other advisory committee activity records should be filed with the local school board and made available for public review in a convenient location.*

**It is highly recommended that the advisory committee:**

- *Adopt Robert's Rules of Order as the parliamentary authority.*
- *Use parliamentary procedure to conduct all meetings.*
- *Select a parliamentarian to aid, advise and consult during meetings.*

# Sample News Release

**NEWS RELEASE:** *(date, including year)*

**CONTACT:** *(name, phone number and e-mail)*

*“The primary purpose of career and technical education programs offered in (name of school/institution) is to provide students with the skills, attitudes, abilities, knowledge, safe work habits and proper appreciation necessary to enter employment in the recognized occupations,” (education official) says.*

*The recently organized (program) advisory committee on Career and Technical Education will concentrate on (suggested goals: working to provide in-service opportunities and part-time employment for youth, or internships reviewing program standards and aligning to business/industry needs; and inspecting current lab equipment and recommending necessary upgrades.*

*Members appointed to the (program name, advisory committee) include:  
(include their business/industry or other affiliation with the program.)*





## Sample Letter of Request to Serve on a Committee

## Sample Letter of Appointment

(Current Date)

Ms. Con Sumer  
Personnel Manager

\_\_\_\_\_ Insurance Company  
Your Town, SD 57700

Dear Ms. Sumer:

Because of your experience and demonstrated competency in the field of (program area(s), the (Governing Board or trustees) of the (school)(institution) believe that you could perform a valuable service to the institution and business community as a member of the (committee title) Advisory Committee of (school) (institution).

An advisory committee is composed of outstanding business and civic leaders in the community. It directed toward achieving closer cooperation between business and education in providing career and technical education opportunities and training for prospective students in our community.

We would appreciate it if you would give this invitation to serve on the (program area(s)) Advisory Committee your consideration and inform us of your decision in the next few days. Your acceptance of committee membership will greatly enhance our career and technical program(s).

Sincerely,

Administrator and/or Chair of Committee

(Current Date)

Ms. Con Sumer  
Personnel Manager

\_\_\_\_\_ Insurance Company  
Your Town, SD 57700

Dear Ms. Sumer:

This letter is to inform you that your appointment to the (Committee Title) Advisory Committee is effective beginning (Date)\_\_\_\_ and ending (Date)\_\_\_\_\_.

The (first/next) meeting of the committee will be held in (place) on (date) at (time).

We wish to thank you for your interest, as indicated by your acceptance of this committee appointment. We appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

Sincerely,

Administrator and/or Chair of the Committee



# Successful Meeting Tips

## Successful Meetings

There should be a schedule of meetings planned well in advance, with reminders of pending meetings sent to members on a timely basis. Normally, committees schedule meetings approximately two times during the school year. However, need is the basis for determining the number of meetings each advisory committee should hold. Meeting three or four times during the school year may not necessarily provide enough time to develop or maintain good programs and maintain open lines of communication.

Regular meetings of the committee should:

- Start as scheduled.
- Take place in comfortable, convenient surroundings.
- Encourage informal, free discussion with time monitored by the chairperson who summarizes when necessary.
- Follow well-planned agendas that have been mailed in advance to members.
- Provide for discussion of current issues.
- Present current problems for discussion and action by members.
- Provide for decisions to be made by consensus whenever possible.
- Provide for the appointment of special working committees and for the committee to hear their reports in a timely manner.
- Include refreshments and some informal time.
- Adjourn at the stated time.

The first and second meetings of advisory committees often determine the success, or failure, of the group and whether members are willing to continue their participation in committee activities.

The first meeting should include an overview of:

- The functions, objectives and philosophy of CTE education.
- The state and local plans for career and technical education, including any proposed state or local legislation.
- The CTE programs of the school or schools to be advised.
- Functions and responsibilities of the advisory committee.
- The annual program of work.
- The needs of females, minorities and other members of special populations.

## Successful Meetings Checklist

- ☐ Written agenda developed
- ☐ Membership notified
- ☐ Facilities and refreshments
- ☐ Sub-committee assignments completed
- ☐ Instructor commitments confirmed
- ☐ Agenda support material prepared
- ☐ Outside presenters/speakers confirmed
- ☐ Calendar cleared

## Criteria for Successful Programs

- ☐ Active advisory committee
- ☐ Qualified, motivated instructor
- ☐ Strong administrative support
- ☐ Community involvement
- ☐ Current equipment and tools
- ☐ Well-organized facility
- ☐ Competency-based instruction
- ☐ Long-range plan
- ☐ A system for follow-up of graduates
- ☐ Effectively address the needs of females, minorities and other members of special populations

# Example Form for Minutes of Meeting

# Example of Minutes

The meeting was held (month-day-year) at (location)

The following were in attendance:

1.

2.

3.

4.

5.

Subject

Action

Subject

Action

Subject

Action

Subject

Action

Subject

Action

The meeting was held 3/24/05 at Pierre Ramkota.

The following were in attendance:

John Moore, Chair

Darren Park, Secretary

Owen Clark

Elizabeth Allen

Diana Long, Facilitator

Carl Reed

Barbara Cook

Larry Kert

Jean Shepard

I

Review laboratory facilities and equipment

Update equipment to reflect emphasis on modern technology.

More work stations are needed.

II

Review course of study

With more work stations, the learning process would move more efficiently. Now students must learn one at a time.

III

Student enrollment

The program has seen 30% increase in enrollment over the past three years. Industry wants more graduates. With more stations, we could boost public relations to attract more students.

IV

New trends in the occupational area

Modern equipment and technology continue to dominate the industry.

V

Employment outlook: Excellent

VI

New business

May wish to begin exploring training programs in technology.

VII

Recommendations

Invite one or more representatives of modern technology to join the committee to advise on trends. Seek donations and funds to expand modern technology. Invite industry representatives to speak to exploratory students.

Date of next meeting 8/27/05 at Pierre Ramkota.

Special notes: Please review and evaluate course syllabi distributed at the close of the meeting.

The meeting was held (month-day-year) at (location)

The following were in attendance:

1.

2.

3.

4.

5.

Subject

Action

Subject

Action

Subject

Action

Subject

Action

Subject

Action

Date of next meeting (month-day-year) at (location).

Special notes:

8



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# SDMyLife

# Guided Tour of Career Cruising for Teachers, Counselors & School Administrators

*The My Portfolio Tool is fully integrated into the Career Cruising career guidance system. This document provides a brief walkthrough of the main components and features of the program.*

## Step 1: Login to the School Administration System

Open your web browser (such as Internet Explorer, Netscape or Firefox) and go to [www.careercruising.com/SDSchool/](http://www.careercruising.com/SDSchool/).

On the School Administration System Login page, enter your school's username, school's password, and your personal advisor password, and LOGIN.

Once you have logged in you will see the Advisor Homepage. From here you can access all of the tools and features in the School Administration System.

## Step 2: Enter Career Cruising

From the menu bar on the left hand side of the Advisor Homepage, click the button near the bottom ENTER CAREER CRUISING.

You be directed to the Career Cruising Main page. From here you can access all of the tools and features in the program. To return to this page at any time, click on the purple MAIN button in the menu at the top of the page.

## Step 3: Explore a Career Profile

There are hundreds of occupation profiles in Career Cruising and a number of ways to search for them, including keyword, search by index, search by Career Cluster and the Career Selector.

For now, try the Search by School Subject.

- On the left side of the Main page, click on EXPLORE CAREERS
- Click on SEARCH BY SCHOOL SUBJECT
- Select a subject
- Click on the name of an occupation

Browse through the occupation profile using the blue buttons on the left to find information about various aspects of the career, including job description, working conditions, earnings, and related resources. The Education section of each profile includes direct links to related college programs.

Each career profile also has a printer-friendly version, which you can access by clicking on the grey Printer-Friendly Report button at the bottom of the menu on the left.



Most of the profiles also include a PhotoFile. PhotoFile is a photo-journalistic job description consisting of 7-9 photos for each career along with informative captions. We are continually adding new PhotoFiles.

# Guided Tour of Career Cruising for Teachers, Counselors & School Administrators

## Step 4: Multimedia Interviews

Each career profile contains two multimedia interviews with people in that occupation. Each person answers key questions about their experiences, what a typical day is like, what they like and don't like about their job, as well as advice for people interested in entering that career.

- Click on one of the names in the interview section (the last two blue buttons on the left of the occupation profile screen)

Use the blue buttons on the left to navigate through the various sections of the interview. To play sound and video clips, click on one of the small icons next to the Likes, Dislikes and Advice buttons. The multimedia clips are available in Windows Media Player  and in QuickTime . If your computer does not have either of these programs installed, they can be downloaded for free.

## Step 5: Explore Colleges and Universities

Career Cruising provides detailed school profiles for thousands of colleges and universities across the county. You can search for particular schools, schools offering a specific major, or use the School Selector to find colleges that meet a variety of criteria.

- Click on the SCHOOLS button on the menu bar near the top of the page
- Click on SCHOOL SELECTOR
- Click on the blue GO button for Undergraduate Schools
- Under TYPE OF SCHOOL select Public or Private and select either 2-Year or 4-Year
- Under LOCATION, select a state
- Click VIEW RESULTS
- Select one of the schools listed

Browse through the information for this school. To visit the school's website, simply click on the web link provided on the main School Profile page. To return to your list of schools, click on the Back to Your Results link near the top of the page.

Career Cruising also includes information on private financial aid programs to help prospective students find the funding they need to begin or continue their studies.

- Click on the SCHOOLS button on the menu bar near the top of the page
- Click on FINANCIAL AID
- Click on FINANCIAL AID SELECTOR
- Fill out as much of the information as you can—the more information you fill out, the more results you will get!

# Guided Tour of Career Cruising for Teachers, Counselors & School Administrators

## Step 6: Career Matchmaker

Career Matchmaker is an interactive interest inventory that helps users to find careers that match their interests and understand how interests and career choices are related.

- Click on the MATCHMAKER button on the menu bar near the top of the screen
- Enter a first and last name, then click START A NEW CAREER MATCHMAKER SESSION
- Read the instructions, then click START
- Answer the first 39 questions. If you are ever unsure of the meaning of a question, click on the blue MORE INFO button on the right side of the page.

*Please note that you will not be able to save your results if you enter Career Cruising through the School Administration System.*

After you finish the first round of questions and get your initial list of Career Suggestions, we strongly suggest going through the second round of questions as well.

- Click on the blue ANSWER MORE QUESTIONS TO IMPROVE MY RESULTS button on the right side of the page. Answer as many of these additional questions as possible, then click the grey VIEW CAREER SUGGESTIONS SO FAR button near the bottom of the page.

The Career Suggestions page lists the top 40 career matches ranked in order of suitability. Click on a career to learn more about it and see how it matches up with your answers. To return to your results, click on the Back to Matchmaker Suggestions link near the top of the page.

Matchmaker also provides your top two recommended Kentucky Career Clusters. The Cluster recommendations are located below the button menu on the right hand side of the page. Click on the name of a Career Cluster to view the careers on your list that are included within it.

From the Career Suggestions page, you can browse through Matchmaker's features using the blue buttons on the right side of the screen. You can:

- Limit your suggestions to a particular level of education
- Review and change your answers
- See how careers **not** included in your list of suggestions match up with your answers

You can also take the MY SKILLS assessment to see how your skills match up with the skills required for careers that match your interests. Once you complete the 45-question quiz, a suitability rating will appear for each career in your suggestion list.

## Step 7: Career Cruising and My Portfolio

When students log into My Portfolio, they can access the various components of program by clicking on the buttons on the menu on the left. Career Matchmaker can be accessed from the

# Guided Tour of Career Cruising for Teachers, Counselors & School Administrators

Assessments & SDCAP, Careers that Interest Me takes users to the Explore Careers features, and Schools that Interest Me takes users to the Explore Education & Training features.

Students can save their Career Matchmaker results to their ILP by clicking on the SAVE TO MY PORTFOLIO button near the bottom of the menu on the right hand side of the page. They can bookmark the careers and schools that are of interest to them by clicking on the SAVE TO MY PORTFOLIO button near the bottom of the menu on the left hand side of the page. Once a career or school has been saved to My Portfolio, students can record their thoughts about it and why it interests them.

Students can also access Matchmaker, Explore Careers and Explore Schools sections using the menu bar at the top of the page.

**If you have any additional questions about Career Cruising,  
please contact us at 1-800-965-8541 ext. 1 or ext. 137 or  
[SDSupport@careercruising.com](mailto:SDSupport@careercruising.com).**



## Student Login

Enter your login information:

My Portfolio Username:

My Portfolio Password:



Forgot your password?

[Students](#)


# Personal Learning Plan

## 4-Year High School Plan

### Portfolio Completion Status


[View Details](#)

Click on the Add Course link to include a course you have taken, are taking now, or plan to take in the future.

#### Options

- [Hide Recommendations](#)
- [Hide Course Details](#)
- [Printer-Friendly Version](#)

#### Four-Year Plan Overview

##### School

Brown High School ([Change](#))

##### Program of Study

Therapeutic Services Pathway with a Long Name That Wraps - Health Sciences ([Change](#))

##### Graduation Pathway

Advanced Diploma ([Change](#) | [View Details](#))

#### 4-Year High School Plan

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Recommended Courses</b>	<b>English/ Language Arts</b>	<b>English/ Language Arts</b>	<b>English/ Language Arts</b>	<b>English/ Language Arts</b>
	• English/Language Arts I	• English/Language Arts II	• English/Language Arts III	• English/Language Arts IV
<b>Required: 4.0</b> ?	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Recommended Courses</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
	• Algebra I	• Geometry	• Algebra II	• Pre-Calculus or Calculus or Statistics
<b>Required: 3.0</b> ?	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Recommended Courses</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
	• Biology	• Chemistry	• Physics or other science course	• Anatomy & Physiology
<b>Required: 3.0</b> ?	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Recommended Courses</b>	<b>Social Studies/ Sciences</b>	<b>Social Studies/ Sciences</b>	<b>Social Studies/ Sciences</b>	<b>Social Studies/ Sciences</b>
	• World History • Geography		• American History	• Psychology • US Government
<b>Required: 3.0</b> ?	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Recommended Courses</b>	<b>South Dakota Required Electives</b>	<b>South Dakota Required Electives</b>	<b>South Dakota Required Electives</b>	<b>South Dakota Required Electives</b>
	• PE/Health • Fine Arts	• World Language or Computer Studies or Approved CTE Course	• World Language or Computer Studies or Approved CTE Course	• Personal Finance or Economics
<b>Required: 4.0</b> ?	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Recommended Courses</b>	<b>Career &amp; Technical Education</b>	<b>Career &amp; Technical Education</b>	<b>Career &amp; Technical Education</b>	<b>Career &amp; Technical Education</b>
	• Health Science I: Introduction to Health Science • Information Technology Applications	• Health Science II: Health, Safety & Ethics in the Health Environment	• Health Science III: Employment in Health Occupations	• Health Science IV: Introduction to Therapeutic Services
	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
	<b>Other Courses</b>	<b>Other Courses</b>	<b>Other Courses</b>	<b>Other Courses</b>
	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>	<a href="#">Add Course</a>
<b>Credits: 0.0</b> <b>Required: 22.0</b> ?	<b>Credits: 0.0</b>	<b>Credits: 0.0</b>	<b>Credits: 0.0</b>	<b>Credits: 0.0</b>



# Summary of Features

## Career Matchmaker

**Career Matchmaker is an internationally respected interest assessment tool. It is a great place to start the career exploration process.**

- » You can answer as few as 39 questions, or as many as 116 – depending on your needs
- » Additional details are available for each question by clicking on the “More Info” button
- » The resulting career suggestions list includes 40 occupations ranked in order of suitability
- » By clicking on an occupation, you can receive clear feedback on exactly why the occupation is considered to be a good match for you
- » You can tailor your list of career suggestions to match your education goals by specifying the level of education you plan to complete
- » The “See how other careers match up with my answers” feature helps you understand why other careers don’t appear on your career suggestions list
- » The “My Skills” component allows you to see if you have the skills necessary for the careers that match your interests

## Explore Careers

**The Explore Careers section gives you several different ways to search for careers:**

- » Keyword search
- » Search by school subject
- » Career cluster search
- » Career Selector

**Each in-depth occupation profile includes the following information:**

- » Job Description
- » Working Conditions
- » Earnings
- » Education & Training
- » Direct links to related college and university programs
- » Sample Career Path
- » A list of related occupations
- » Links to other sources of information
- » Photofile
- » Multimedia interviews (2 per occupation)

## Explore Education and Training

**This section of Career Cruising provides comprehensive college, university, and vocational school information to help you plan your education and training. You can:**

- » Search for schools by name or by state
- » Search for college, university, and vocational school programs by name or by using a cluster search tool
- » View detailed information on 2 and 4-year colleges, graduate schools, and vocational schools
- » Use School Selector to find schools that match your criteria
- » View detailed information on thousands of financial aid programs
- » Use Financial Aid Selector to find programs you may be eligible for

## My Portfolio

**Within My Portfolio, you can keep track of all of your career exploration activities. You can:**

- » Bookmark careers and schools of interest
- » Store SDCAP results, including Career Matchmaker interest assessment results, Aptitude Profiler results, and your results from other career assessments
- » Create and save your Personal Learning Plan
- » Maintain a diary of your thoughts on your career and life goals
- » Document your career exploration experiences, such as youth internships, pre-apprenticeships, senior experiences, entrepreneurship, and work experiences
- » Record your skills, abilities, extracurricular activities, hobbies, and awards
- » Build a customized resume



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DEPARTMENT OF EDUCATION  
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# Certification

## Career & Technical Education Alternative Route to Certification

**Steps for apply for an initial certificate for the following career and technical instructor endorsements:**

Code	Endorsement title	Administrative rule
6101	Auto body technology	24:15:06:43
6102	automotive technology	24:15:06:44
6104	building trades endorsement	24:15:06:45
6141	computer aided manufacturing	24:15:06:46
6723	computer cabling technology	24:15:06:47
6721	computer networking technology	24:15:06:48
6722	computer repair and maintenance	24:15:06:49
6111	culinary arts and restaurant management	24:15:06:50
6105	drafting	24:15:06:51
6107	electronics	24:15:06:52
6118	graphic design	24:15:06:53
6114	health science	24:15:06:54
6110	Machine tool technology	24:15:06:55
6113	Multi media	24:15:06:56
6109	Welding	24:15:06:57

1. Send in verification of an offer of employment
2. Complete a [alternative certification application](#)
3. Complete [work verification](#) form documenting 4000 hours in related field of instruction and/or official transcripts verifying completion of AAS degree in related field of instruction or national certification
4. Submit \$20 check or money order made out to SD Dept. of Education to process application.
5. Mail forms to:
 

*Department of Education  
Office of Accreditation & Teachers Quality  
700 Governors Drive  
Pierre, SD 57501*

### **Professional development requirements over the first two years of instruction.**

- Participation in a mentorship program
- Participation in professional learning community
- Completion of professional development in the following areas:
  - classroom management,
  - instructional strategies/differentiating instruction,
  - and assessment
- Development of a professional portfolio

(Contact Becky Nelson in the OCTE office for more details about the professional development options and portfolio requirements)

**Upon completion of the program submit:**

- Verification of completion of program requirements
- Letter of recommendation from local administration to receive a 5 year career and technical education instructor certificate
- Renewal application
- \$30 check or money order made out to SD Dept. of Education to process application.
- Complete 6 credits over the next five years, of which at least three credits must be transcribed credits.

5610 Technology Education Endorsement – Can receive by taking the praxis test

11002	Communication Technology
12053	Entrepreneurship
13002	Introduction to Manufacturing
13101	Production Systems
13102	Industrial Electronics Technology
17003	Building Trades
17006	Introduction to Architecture and Construction
17007	Cabinetry
17106	Electronics
20053	Aviation
20101	Introduction to Energy/Power
20106	Introduction to Vehicle Systems and Maintenance
20109	ATV / Small Engine Mechanics
21001	Introduction to Engineering
21007	Engineering Design and Development
21009	Mechatronics/Robotics
21016	MS Mechatronics / Robotics
21017	Aerospace Technology
21018	Fundamentals of Engineering
21019	Computerized Electronics
21020	Integrated Computer Manufacturing
21050	MS Technology Education
21051	Introduction to Technology Education
21057	Alternate Energy Systems
21103	Architectural Drafting
21106	Technical Drafting
21107	Computer Assisted Drafting
22104	Service Learning
22150	Foundations of CTE
22152	Employability/Careers

6102 Automotive Technology Endorsement – can receive by work verification (4,000 hrs), national certification, or 15 transcribed credits (if the individual has a BS degree)

20104	General Service Technician
20105	Automotive Electronics
20106	Introduction to Vehicle Systems and Maintenance
20109	ATV / Small Engine Mechanics
20121	Automotive Engine Performance
20122	Automotive Brakes
20123	Automotive Suspension and Steering

Cluster or Type of Course	New Course Title	New PRF Code	Certification Description
Foundational	Computer Applications	10004	Educational Technology K-12
		22104	Agriculture Education, Business, Family & Consumer Science, Marketing, & Technology Education
	Service Learning		
	Foundations of CTE	22150	Agriculture Education, Business, Family & Consumer Science, Marketing, & Technology Education
	Employability/Careers	22152	Agriculture Education, Business, Family & Consumer Science, Marketing, & Technology Education
	Personal Finance	22210	Business Education & Family & Consumer Science Education
	Career Exploration	80023	Everyone
Agriculture, Food and Natural Resources	MS Agriculture, Food, and Natural Resources	18000	Agriculture Education
	Advanced Ag Structures Technology	18406	Agriculture Education
	Advanced Animal Science	18107	Agriculture Education
	Advanced Plant Science	18057	Agriculture Education
	Ag Business Sales & Marketing	18201	Agriculture Education
	Ag Metal Fabrication Technology	18404	Agriculture Education
	Ag Power Technology	18402	Agriculture Education
	Ag Processing Technology	18302	Agriculture Education
	Ag/Agri-Business II	18002	Agriculture Education
	Ag/Agri-Business III	18003	Agriculture Education
	Ag/Agri-Business IV	18004	Agriculture Education
	Agribusiness Entrepreneurship	18202	Agriculture Education
	Agriculture Biotechnology	18308	Agriculture Education
	Agriculture Communications	18205	Agriculture Education
	Agriscience	18310	Agriculture Education
	Companion Animals	18108	Agriculture Education
	Environmental Science	03003	Agriculture Education
	Food Science	18305	Agriculture Education

on PRF System

Cluster or Type of Course	New Course Title	New PRF Code	on PRF System			
			Certification Description			
	Fundamental Ag Mechanics	18401	Agriculture Education			
	Fundamental Ag Structures Technology	18403	Agriculture Education			
	Fundamental Animal Science	18101	Agriculture Education			
	Fundamental Plant Science	18051	Agriculture Education			
	Greenhouse Management	18058	Agriculture Education			
	Horticulture	18053	Agriculture Education			
	Introduction to Agriculture, Food, and Natural	18001	Agriculture Education			
	Landscape, Design, and Maintenance	18054	Agriculture Education			
	Leadership and Personal Development	18203	Agriculture Education			
	Natural Resources	18504	Agriculture Education			
	Wildlife and Fisheries	18501	Agriculture Education			
	Chemistry	59201				
	Biology	59101				
	Geometry	58025				
Architecture and Construction	MS Technology Education	21050	Technology Education			
	Entrepreneurship	12053	Technology Education	Business	Marketing	Family & Consumer Science
	Building Trades	17003	Technology Education	Carpentry (Building	Industrial Arts	
	Introduction to Architecture and Construction	17006	Technology Education	Carpentry (Building	Industrial Arts	
	Cabinetry	17007	Technology Education	Carpentry (Building		
	Introduction to Technology Education	21051	Technology Education			
	Architectural Drafting	21103	Technology Education	Drafting Endorsement	Industrial Arts	
	Technical Drafting	21106	Technology Education	Drafting Endorsement	Industrial Arts	
	Computer Assisted Drafting (CAD)	21107	Technology Education	Drafting Endorsement	Industrial Arts	
	Geometry	58025				
	Trigonometry	58028				
	Interior Design	22211	Family & Consumer			
Arts, Audio- Video Technology and Communication	Advanced Interior Design	22212	Family & Consumer			
	Communication Technology	11002	Family & Consumer			
	Computer Graphics	10202	Family & Consumer			
	Digital Media Design and Production	11153	Family & Consumer			
	Fashion Design	05174	Family & Consumer			
	Graphic Communication Technology	11156	Family & Consumer			
	Graphic Design	11154	Family & Consumer			
	Introduction to Arts, Audio-Video Technology &	11000	Family & Consumer			
	Introduction to Production Techniques	11051	Family & Consumer			
	Multi-Media Design	10203	Family & Consumer			
	Sociology		60501			

# on PRF System

Cluster or Type of Course	New Course Title	New PRF Code	Certification Description
	MS Business	12000	Buisness Education
Business, Management and Administration and Finance Cluster	Accounting I	12104	Buisness Education
	Accounting II	12108	Buisness Education
	Accounting III	12109	Buisness Education
	Advanced Computer Applications	10005	Educational Technology K-
	Banking and Credit	12102	Buisness Education
	Business Communications	12009	Buisness Education
	Business Law	12054	Buisness Education
	Business Math	02154	Buisness Education
	Business/Marketing Management	12052	Buisness Education
	Computerized Accounting	12110	Buisness Education
	Consumer Economics	12060	Buisness Education
	Database Programming	10053	Educational Technology K-
	Desktop Publishing	11152	Educational Technology K-
	International Business & Marketing	12056	Buisness Education
	Intro to Business	12051	Buisness Education
	Introduction to Financial Services	12101	Buisness Education
	Office/Business Technology	12003	Buisness Education
	Principles of Marketing	12164	Marketing Education
	Principles of Selling & Advertising	12165	Buisness Education
	Web Publishing and Design	10201	Educational Technology K-
	Economics	60401	
	Sociology	60501	
	MS Family and Consumer Science	22200	Family & Cosumer
Education and Training	Human Development: Adolescence to Adulthood	19056	Family & Cosumer
	Human Development: Birth through School Age	19052	Family & Cosumer
	Introduction to Education & Training	19151	Family & Cosumer
	Teaching & Training as a Profession	19152	Family & Cosumer
	Sociology	60501	
	Psychology	60601	
	Health Science Careers I	14001	Health Sciences
Health Science	Biomedical Science	14255	Biomedical 9-12
	Certified Nursing Assistant	14051	Health Sciences
	Health Science Careers II	14002	Health Sciences
	Human Body Systems	14256	Biomedical 9-12
	Introduction to Emergency Medical Services	14055	Health Sciences
	Introduction to Medical Laboratory	14102	Health Sciences
	Introduction to Sports Medicine	14062	Health Sciences



Cluster or Type of Course	New Course Title	New PRF Code	Certification Description	on PRF System
	Medical Intervention	14257	Biomedical 9-12	
	Medical Terminology	14154	Health Sciences	
	Pharmacology	14253	Health Sciences	
	Pharmacy Tech	14152	Health Sciences	
	MS Family and Consumer Science	22200	Family & Cosumer	
Hospitality and Tourism	Restaurant Management / Culinary Arts I	16058	Family & Cosumer	
	Restaurant Management / Culinary Arts II	16059	Family & Cosumer	
	Accounting I	12104	Buisness Education	
	Nutrition and Wellness	22202	Family & Cosumer	
	Introduction to Hospitality & Tourism	16001	Family & Cosumer	
	Entrepreneurship	12053	Buisness Education	
	Hospitality & Tourism Management	16002	Family & Cosumer	
	Sociology	60501		
	Economics	60401		
	MS Family and Consumer Science	22200	Family & Cosumer	
Human Services	Business Law	12054	Buisness Education	
	Business/Marketing Management	12052	Buisness Education	
	Comprehensive Family and Consumer Sciences,	22201	Family & Cosumer	
	Dietetics & Nutrition	16054	Family & Cosumer	
	Human Development: Adolescence to Adulthood	19056	Family & Cosumer	
	Human Development: Birth through School Age	19052	Family & Cosumer	
	Introduction to Consumer Services	19301	Family & Cosumer	
	Introduction to Human Services	19001	Family & Cosumer	
	Nutrition and Wellness	22202	Family & Cosumer	
	Relationships in Communities and Families	22213	Family & Cosumer	
	Skills for Parenting	22204	Family & Cosumer	
	Teaching & Training as a Profession	19152	Family & Cosumer	
	Sociology	60501		
	Psychology	60601		
	Introduction to Information Technology	10009	Educational Technology K-	
	Information Systems Analysis & Design	10051	Educational Technology K-	
	Database Programming	10053	Educational Technology K-	
	Network Technology	10101	Educational Technology K-	
	Networking Systems	10102	Educational Technology K-	
	Area Network Design & Protocol	10103	Educational Technology K-	
	Router Basics	10104	Educational Technology K-	
	Netware Routing	10105	Educational Technology K-	

## on PRF System

Cluster or Type of Course	New Course Title	New PRF Code	Certification Description
Information Technology	Wide Area Telecommunications & Networking	10106	Educational Technology K-
	Wireless Networks	10107	Educational Technology K-
	Network Security	10108	Educational Technology K-
	Computer Programming	10152	Educational Technology K-
	Visual Basic Programming	10153	Educational Technology K-
	C++ Programming	10154	Educational Technology K-
	Java Programming	10155	Educational Technology K-
	Web Programming	10161	Educational Technology K-
	Web Publishing and Design	10201	Educational Technology K-
	Computer Graphics	10202	Educational Technology K-
	Multi-Media Design	10203	Educational Technology K-
	Operating System	10253	Educational Technology K-
	Computer Hardware	10254	Educational Technology K-
	Introduction to Network Cabling	10257	Cabling
	Physics	59301	
	Calculus	58027	
	Trigonometry	58028	
	MS Technology Education	21050	Technology Education
Manufacturing	Electronics	17106	Technology Education
	Industrial Electronics Technology	13102	Technology Education
	Introduction to Manufacturing	13002	Technology Education
	Introduction to Technology Education	21051	Technology Education
	Machine Tool	13203	Machine Tool
	Mechatronics/Robotics	21009	Technology Education
	Welding	13207	Industrial Arts
	Geometry	58025	
	Pre-Calculus	58027	
	Physics	59301	
	Intro to Business	12051	Buisness Education
Marketing, Sales and Services	Business Law	12054	Buisness Education
	Comprehensive Marketing	12152	Marketing Education
	Marketing Merchandising	12160	Marketing Education
	Retail Marketing	12161	Marketing Education
	E-Commerce	12162	Marketing Education
	Sports and Entertainment Marketing	12163	Marketing Education
	Principles of Marketing	12164	Marketing Education
	Principles of Selling & Advertising	12165	Buisness Education
	Marketing Research	12168	Marketing Education

Cluster or Type of Course	New Course Title	New PRF Code	Certification Description	on PRF System
	Marketing Work-Based Experience	12198	Marketing Education	
	Marketing Management	12202	Buisness Education	
	Economics	60401		
	Sociology	60501		
	MS Technology Education	21050	Technology Educaton	
STEM	Aerospace Engineering	21013	Engineering 9-12	
	Alternate Energy Systems	21057	Technology Educaton	
	Biotechnical Engineering	21014	Engineering 9-12	
	Civil Engineering & Architecture	21012	Engineering 9-12	
	Computer Assisted Drafting	21107	Technology Educaton	
	Computer Integrated Manufacturing	21010	Engineering 9-12	
	Digital Electronics	21008	Engineering 9-12	
	Electronics	17106	Technology Educaton	
	Engineering Design and Development	21007	Technology Educaton	
	Introduction to Energy/Power	20101	Technology Educaton	
	Introduction to Engineering	21001	Technology Educaton	
	Introduction to Engineering Design	21006	Engineering 9-12	
	Introduction to Technology Education	21051	Technology Educaton	
	Mechatronics/Robotics	21009	Technology Educaton	
	MS Engineering	21000	Engineering 6-8	
	Principles of Engineering	21004	Engineering 9-12	
	Geometry	58025		
	Physics	59301		
	Calculus	58027		
	Trigonometry	58028		
	Introduction to Transportation Technology	20001	Automotive Technology	
Transportation, Distribution & Logistics	Advanced Automotive Technology	20105	Automotive Technology	
	ATV/Small Engine Mechanics	20109	Automotive Technology	
	Auto body Repair	20119	Auto Body Technology	
	Automotive Technology	20104	Automotive Technology	
	Collision Repair and Refinishing	20115	Auto Body Technology	
	Diesel Mechanics	20107	Automotive Technology	
	Introduction to Auto body	20116	Auto Body Technology	
	Small Gas Engines	20110	Automotive Technology	
	Small Vehicle Mechanics	20109		
	Chemistry			
	Geometry	58025		
	Biology	59101		

Cluster or Type of Course	New Course Title	New PRF Code	Certification Description	on PRF System
	Environmental Science	0		
	Youth Internships	80018	Everyone	
Capstone	Senior Experience	80019	Everyone	
	Entrepreneurship			
	Pre-Apprenticeship	80020	Everyone	
	Business Work-Based Experience	12998	Business Education	
Non-approved	Skills For Living	55060		
	Computer Studies I	10001	Educational Technology K-	
	Computer Studies II	10002	Educational Technology K-	
	Spreadsheet Applications	12010	Educational Technology K-	
	Computer Technician	10251	Computer Repair and	
	AP Computer Science	10157	Educational Technology K-	
	Building Maintenance Occupations	17009	Building Maintenance	
	Masonry Occupations	17008	Masonry	
	Painting Occupations	17011	Painting	
	MS Industrial Arts	13000	Industrial Arts	
	Industrial Arts	13005	Industrial Arts	
	Woodwork I	13053	Industrial Arts	
	Woodwork II	13054	Industrial Arts	
	Metalworking	13202	Industrial Arts	
	Basic Electricity	17102	Industrial Arts	